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ABSTRACT

In 2000, a multi-agency plan was developed for the vocational education of youth in juvenile commitment facilities. Part 1 of the plan describes the Plan Narrative, which provides contextual information and describes events leading up to the development of the plan, the rationale for creating the plan, and the characteristics of vocational education programs needed in juvenile commitment facilities. The plan narrative addresses topics such as a model continuum for the range of services from enter to post-release, issues to consider in placing youth, vocational offerings, and strategies for engaging business in vocational programming. Part 2 is the implementation schedule and includes the responsibilities of the lead agencies. The tasks are presented in priority order beginning with a focus on staff development and the creation of model program sites. Ten appendixes list extensive additional information such as recommendations, curriculum, sites for resource materials, information on commitment facilities, and types of assessment instruments. (JDM)

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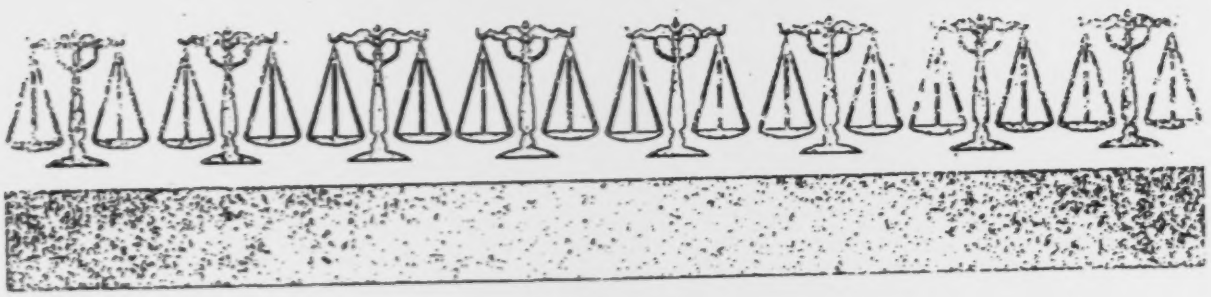
ED 457 472

STATE PLAN

VOCATIONAL EDUCATION

for Youth in Juvenile Justice Commitment Facilities



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Florida Department of Education

Florida Department of Juvenile Justice

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STATE PLAN

VOCATIONAL EDUCATION

for Youth in Juvenile Justice Commitment Facilities

A JOINT PROJECT

Florida Department of Education

Florida Department of Juvenile Justice

2001

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Executive Summary

The 2000 Legislature, acting on recommendations from a study authored by the Juvenile Justice Accountability Board, directed the Department of Education (DOE) and the Department of Juvenile Justice (DJJ), in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, to develop a multi-agency plan for vocational education for youth in juvenile commitment facilities (s. 985.3155, Florida Statutes (F.S.)). This plan was delivered to the Speaker of the House, Senate President, and the Governor on May 1, 2001. The plan establishes the curriculum, goals, and outcome measures for vocational programs in juvenile commitment facilities.

The development of the plan occurred in tandem with two other studies required by the Legislature. These included a study of the adequacy of all instructional facilities in use in the state's juvenile justice commitment facilities and a cost study to determine an appropriate weighting for funding of education programs serving youth in juvenile justice programs.

A workgroup consisting of representatives from the Department of Education, the Department of Juvenile Justice, the Juvenile Justice Educational Enhancement Project, and the Florida Juvenile Justice Association met throughout the fall of 2000 and early 2001 to develop the vocational plan, gathering input from local stakeholders through regional forums and other professional meetings.

The plan is presented in two parts. First is the Plan Narrative, which provides contextual information and describes events leading to the development of the plan. Also included are the rationale for creating the plan and the characteristics of the vocational education programs needed in juvenile commitment facilities. The Plan Narrative should be used as a resource for the implementation activities. References that tie the narrative to the second part of the plan, the Implementation Schedule, are included at the beginning of each new topic.

The plan narrative addresses the following topics:

- a model continuum for vocational programming for committed youth starting with a comprehensive assessment and including placement considerations, employment preparation, and the transition to post-release
- issues to consider in placing youth in vocational programs in commitment facilities
- vocational program offerings appropriate for juvenile commitment settings
- state and federal funding sources that support vocational programming
- strategies for engaging businesses in vocational programming for youth in commitment facilities.

The implementation schedule is proposed by the two departments, working in partnership with juvenile justice professional organizations, providers, school districts, and others. The implementation schedule includes responsibilities for lead agencies. The tasks are presented in priority order, beginning with a focus on staff development and the creation of model program sites.

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PLAN NARRATIVE

Introduction

This document is the State Plan for Vocational Education for Youth in Juvenile Justice Facilities. This plan was developed by the Department of Education and the Department of Juvenile Justice as the lead agencies. The purpose of the plan is to outline the state's commitment to developing appropriate vocational course offerings and employment opportunities for youth confined in Florida's juvenile commitment facilities.

The plan is presented in two parts. First is the Plan Narrative, which provides contextual information and describes events leading to the development of the plan. Also included are the rationale for creating the plan and the characteristics of the vocational education programs needed in juvenile commitment facilities. The Plan Narrative should be used as a resource for the implementation activities. The second part of the plan is a detailed implementation schedule proposed by the two departments, working in partnership with juvenile justice professional organizations, providers, school districts, and others.

This plan was presented to the Speaker of the House, President of the Senate, and the Governor on May 1, 2001.

Background

In 1998, the Legislature initiated the first[1] of several studies examining the nature and scope of education services available to youth in juvenile justice commitment facilities. The study, published under the direction of the Juvenile Justice Accountability Board in December 1998, was the foundation for reforms contained in Chapter 99-284, Laws of Florida (House Bill (HB) 349), Chapter 99-398, Laws of Florida (HB 751), and proviso language in the General Appropriations Act (Senate Bill (SB) 2500) passed by the Florida Legislature in 1999. These laws resulted in significant changes in the education programs operating in commitment facilities. These changes included:

- an increase in the number of school days funded through the Florida Education Finance Program (FEFP) from 180 to 250 days
- development of a rule and model contract procedures for delivering instructional services to youth in commitment facilities
- notification to students in commitment facilities about their options for using the General Educational Development (GED)[2] program as an option for graduation

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[1] *Report of Findings on the Education of Juvenile Offenders*, Florida Department of Juvenile Justice, Tallahassee, Florida. Document #98-002-SPAM, December 1998.

[2] General Educational Development program provides instruction and examination leading to a high school equivalency diploma or GED.

- elimination of the weighted funding for Dropout Prevention Programs, the most common funding source for education programs in commitment facilities, with a "hold harmless" provision for juvenile justice programs.

House Bill 349 also directed the Accountability Board to conduct a national review of research and literature regarding effective vocational and work programs. The Board was asked to identify the key ingredients of effective programs, inventory Florida programs and determine their status in regard to effectiveness, and offer recommendations for improvement of vocational programs in commitment facilities.

In January 2000, the Accountability Board published its findings regarding the state of vocational offerings to youth in commitment facilities.[3] The study was organized around four questions. The questions and a summary of the Board's findings related to each are displayed below.

Study Questions	Accountability Board Findings
What are the goals of vocational programming in regard to outcomes for youth in commitment facilities?	The Task Force observed that goals for vocational programming had not been articulated in state policy. Lacking goals, there is not a cohesive system for the design, funding, or evaluation of such programming and its close integration within the broader framework of academic education.
What is the nature of vocational programming in Florida's commitment facilities?	Florida has the potential to offer youth in commitment facilities an appropriate variety of vocational programming opportunities. However, unclear policies, a variety of fiscal and programmatic constraints, and lack of involvement by vocational-technical schools and businesses limit what is currently available to these youth.
Who is responsible for vocational programming, who delivers the services, and what resources are used?	The state's policy on responsibility for funding vocational programming in juvenile commitment facilities is unclear. As a result, neither DOE, school districts, nor DJJ assume the obligation consistently across the state. Federal funding sources commonly used in other states are not employed in Florida for this population.
What are the characteristics of effective vocational and work programs, and where are they in operation?	There is a growing body of literature describing the characteristics of effective vocational programming. The lack of clear policy and dedicated funding sources are two significant constraints to effective vocational programming for youth in juvenile commitment facilities in Florida.

The conclusions and recommendations in the above report created the framework for Chapter 2000-137 (SB 2464), passed in the 2000 Legislative Session. The amendments to s. 985.3155, Florida Statutes, contained in this legislation required the development of a multi-agency plan for vocational education establishing the curriculum, goals, and

[3] *A Study of Vocational Programming in Juvenile Justice Commitment Facilities*, Florida Department of Juvenile Justice, Tallahassee, Florida. Document #00-002-JJAB, January 2000.

outcome measures for vocational programs in juvenile commitment facilities. The Department of Education and the Department of Juvenile Justice were directed to work with school districts, providers, and others to create the plan. The full text of the statute requiring the multi-agency plan is as follows:

985.3155 Multi-agency plan for vocational education.—

(1) The Department of Juvenile Justice and the Department of Education shall, in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, jointly develop a multi-agency plan for vocational education that establishes the curriculum, goals, and outcome measures for vocational programs in juvenile commitment facilities. the plan must include:
(a) Provisions for maximizing appropriate state and federal funding sources, including funds under the Workforce Investment Act and the Perkins Act;
(b) The responsibilities of both departments and all other appropriate entities; and
(c) A detailed implementation schedule.
The plan must be submitted to the Governor, the President of the Senate, and the Speaker of the House of Representatives by May 1, 2001.
(2) The plan must define vocational programming that is appropriate based upon:
(a) The age and assessed educational abilities and goals of the youth to be served; and
(b) The typical length of stay and custody characteristics at the commitment program to which each youth is assigned.
(3) The plan must include a definition of vocational programming that includes the following classifications of commitment facilities that will offer vocational programming by one of the following types:
(a) Type A.—Programs that teach personal accountability skills and behaviors that are appropriate for youth in all age groups and ability levels and that lead to work habits that help maintain employment and living standards.
(b) Type B.—Programs that include Type A program content and an orientation to the broad scope of career choices, based upon personal abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them is an essential prerequisite to skill training.
(c) Type C.—Programs that include Type A program content and the vocational competencies or the prerequisites needed for entry into a specific occupation.
(4) The plan must also address strategies to facilitate involvement of business and industry in the design, delivery, and evaluation of vocational programming in juvenile justice commitment facilities and aftercare programs, including apprenticeship and work experience programs, mentoring

and job shadowing, and other strategies that lead to post-release employment. Incentives for business involvement, such as tax breaks, bonding, and liability limits should be investigated, implemented where appropriate, or recommended to the Legislature for consideration.
(5) The Department of Juvenile Justice and the Department of Education shall each align its respective agency policies, practices, technical manuals, contracts, quality-assurance standards, performance-based-budgeting measures, and outcome measures with the plan in commitment facilities by July 31, 2001. Each agency shall provide a report on the implementation of this section to the Governor, the President of the Senate, and the Speaker of the House of Representatives by August 31, 2001.
(6) All provider contracts executed by the Department of Juvenile Justice or the school districts after January 1, 2002, must be aligned with the plan.
(7) The planning and execution of quality assurance reviews conducted by the Department of Education or the Department of Juvenile Justice after August 1, 2002, must be aligned with the plan.
(8) Outcome measures reported by the Department of Juvenile Justice, the Department of Education, and the Juvenile Justice Accountability Board for youth released on or after January 1, 2002, should include outcome measures that conform to the plan.

Staff from the Department of Education (Division of Workforce Development and the Division of Public Schools and Community Education) and the Department of Juvenile Justice (Office of the Secretary) began meeting in August 2000 to work on the multi-agency plan. This group was joined by the Executive Director of the Florida Juvenile Justice Association and staff from the Juvenile Justice Educational Enhancement Program (JJEEP)[4] forming the State Vocational Education Plan Workgroup. The names and affiliations of the members of this group are included in Appendix 1.

The workgroup accomplished the following between August 2000 and May 2001:

- Facilitated a symposium on October 17 in Gainesville. Representatives of twelve of the state's commitment facilities with vocational programs were invited to participate in a daylong discussion with workgroup members. The purpose of this meeting was to help the steering committee focus on key elements currently in place or needed to create meaningful vocational programs in commitment facilities.
- Facilitated discussion sessions at three regional meetings, inviting interested stakeholders to participate and offer input on the design and activities to be included in the multi-agency plan. These meetings took place in Orlando (November 29), Tallahassee (December 1), and Ft. Lauderdale (December 6), and were scheduled in conjunction with the annual quality assurance standards training process sponsored by the JJEEP and the Department of Education.
- Included information and discussions about vocational programming in commitment facilities in several vocational conference and staff development events. These sessions were facilitated by the Department of Education's Workforce Development staff.

[4] The Juvenile Justice Educational Enhancement Program is funded by the Florida Department of Education and managed by faculty in the Department of Criminology, Florida State University, Tallahassee, Florida.

- Featured a vocational strand in the Second Annual Juvenile Justice Education Institute in May 2000, sponsored jointly by the Department of Education and JJEEP. A similar set of presentations is planned for the third annual conference in conjunction with the Southern Conference on Corrections in June 2001.
- Provided individual technical assistance to ten school districts regarding vocational programming and transition to aftercare for youth in commitment facilities in those districts.

In preparing for the quality assurance review process for the 2001 calendar year, two indicators were added to the 2001 residential education quality assurance standards.

Quality Assurance Standards 2000

Curriculum: Practical Arts and Vocational Training—Performance Indicator	Curricular activities are demonstrated in educational settings and • address practical arts, independent living skills, and social skills on a year-round basis through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit • provide vocational/technical training, workplace readiness training, or career awareness and exploration instruction through courses offered for credit or certification that follow course descriptions or workforce development course requirements; or are integrated into other courses already offered for credit • address the social skills, life skills, and employment needs of every student who has received a high school diploma or its equivalent.
Entry Transition: Assessment—Performance Indicator	The program has entry transition activities that include • academic assessments for reading, writing, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files • vocational aptitude assessments and/or career interest surveys that are aligned with the program's employability, career awareness, and/or vocational curriculum activities; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files.

In tandem with the work of the State Vocational Plan Workgroup, two other initiatives were underway during the months prior to the 2001 Legislative Session. These included a study of the adequacy of all instructional facilities in use in the state's juvenile justice commitment facilities and a cost study to determine an appropriate weighting for funding of education programs serving youth in juvenile justice programs. Both of these studies were required by SB 2464 along with the vocational program study. The results of the facilities and funding studies are discussed later in this narrative.

National Study

In addition to studies undertaken in Florida, the National Youth Employment Coalition, the Justice Policy Institute, and the Youth Development and Research Fund completed a report to the Annie E. Casey Foundation in the fall of 2000 titled, *Promising Approaches to Workforce and Youth Development for Court-Involved Youth.* This report provides the most current information compiled describing both promising practices and policy initiatives supporting vocational education for youth in commitment facilities. The researchers came to the following conclusion through this study:

> *This report suggests that state and local policymakers and the juvenile justice system should take a closer look at promising initiatives targeting juvenile offenders that combine the principles of youth development and workforce development. The traditional approaches to academic and vocational education, anchored in the industrial age, need to be abandoned. The juvenile justice system needs to more broadly adapt practices and policies that reflect what has been learned from the youth development and workforce development fields. The young people that find themselves tangled in the juvenile justice system must be given the same opportunities to establish nurturing relationships with adults; be buoyed by positive peer support; assume leadership roles; contribute to the well-being of their communities; and develop academic, vocational, work readiness skills and competencies as youth who have not been similarly disadvantaged. In addition, the many public systems charged with serving their needs must more effectively collaborate and share their resources and expertise to realize their shared and unique goals. Each system cannot do it alone. The public systems must also reach out to the private sector, including business, civic organizations, religious institutions, and philanthropy to gain their assistance, guidance, and support.*[5]

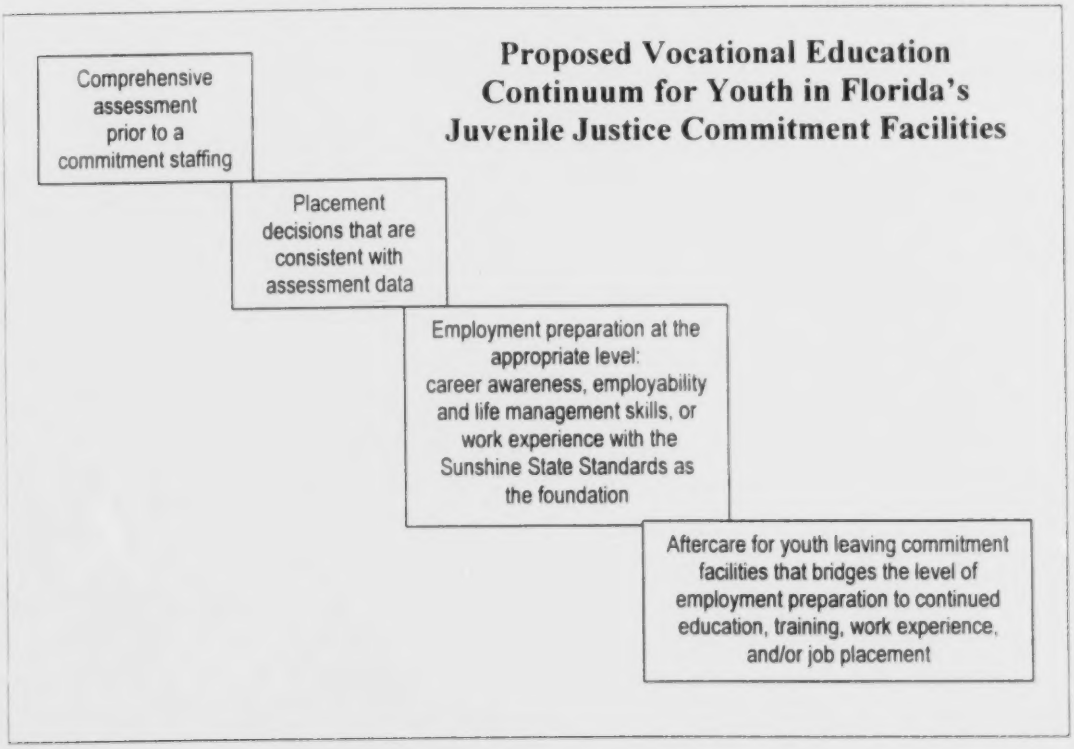
The recommendations included in this report are included in Appendix 2 of this plan. The concepts included in this narrative are consistent with the findings and recommendations of the Casey Foundation report.

[5] *Promising Approaches to Workforce and Youth Development for Court-Involved Youth.* The National Youth Employment Coalition, the Justice Policy Institute, and the Youth Development and Research Fund, p. 53.

Model Program Continuum

See Implementation Schedule:
I. Agency Staff Development and Training
II. Model Development

A framework for the design and delivery of vocational education is an essential pre-requisite to the development of curriculum, goals, and outcome measures. Through the collaborative efforts of professionals and practitioners who offered input through regional meetings and the Gainesville symposium, the following model describes the education continuum that should be available to students served in juvenile commitment facilities.


Proposed Vocational Education Continuum for Youth in Florida's Juvenile Justice Commitment Facilities
Comprehensive assessment prior to a commitment staffing
Placement decisions that are consistent with assessment data
Employment preparation at the appropriate level: career awareness, employability and life management skills, or work experience with the Sunshine State Standards as the foundation
Aftercare for youth leaving commitment facilities that bridges the level of employment preparation to continued education, training, work experience, and/or job placement

Given the above continuum, the following definition for vocational programming in juvenile commitment facilities is proposed by the workgroup to guide this multi-agency plan. The definition is framed in regard to goals, curriculum, and outcome measures.

Goals: The goals of vocational education in juvenile commitment facilities should incorporate each segment of the continuum and include the following.

Comprehensive Assessment

1. An assessment and remediation process to align a youth's academic skills with those needed in vocational training must be used.

Placement Decisions

2. Commitment staffings and placement decisions that seek to match youth to appropriate vocational offerings at commitment facilities must be part of statewide practice.

Employment Preparation

3. Training and education in vocations for which there is a demand in the job market must be the norm. Academic and vocational training must be presented and delivered at levels relevant to the youth's age and current level of academic performance using hands-on techniques. A menu of vocational offerings aligned with factors such as security and level of risk must be available. Youth must be able to enroll and earn credit in vocational courses[6] leading to Occupational Completion Points (OCP).[7] A process for articulation to additional training following release must be in place.
4. Vocational exploration and exposure to a variety of vocational skills and trades must be available to help youth identify their vocational interests, the array of possible choices, and realistic expectations, as well as an appropriate match between the youth and the vocation. An understanding of what a worker must give to a job and what can be expected in return must be taught.
5. Real work experience and youth apprenticeship programs must be available in Type 3[8] programs. Placement in "career track" jobs, i.e., those with upward mobility, helps reduce recidivism.
6. Articulation with postsecondary institutions and technical schools for students with a GED or regular diploma both during commitment and in aftercare is essential for youth leaving Type 2 and 3 programs. Full and partial credit for

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[6] Vocational courses are listed in a common Course Code Directory published by the Department of Education. This document lists the course titles and required qualifications of instructors for each course. For each course listed in the directory, there is a set of curriculum frameworks, intended outcomes, and a set of student performance standards that must be met. Completion of a designated set of student performance standards signifies fulfillment of the requirements for an Occupational Completion Point (OCP). When the required OCPs are mastered, the student is eligible for a Certificate of Occupational Competency that may be issued by the sponsoring community college or school district. The certificate is a recognized credential that signifies a certain skill level recognized by business and industry.

[7] Typically, 450 hours of instruction are required for an OCP. The vocational program inside the commitment facility must articulate with the next required step on the training ladder so that a youth can matriculate to the next level of training on release, e.g., the next OCP. Youth apprenticeship programs must be completed prior to earning a master-level certificate in most trades. Youth who can complete the requirements for youth apprenticeship certification are able to move more quickly to a regular apprenticeship program. Some age restrictions apply in regard to equipment use, Occupational Safety and Health Administration (OSHA) standards, wage and hour, and workers compensation laws.

[8] Vocational program Types 1, 2, and 3 are defined in SB 2464 and are further defined in this narrative in the section titled, "Matching Youth with Facilities and Types of Vocational Programs." The original legislation referred to vocational program Types A, B, and C. These designations were changed to numerals by the Florida Department of Juvenile Justice to avoid confusion with the state's system for grading schools.

courses and OCPs completed, as well as work experience should be transferable to postsecondary programs through articulation agreements.

7. Developing and maintaining partnerships with business, industry, and related support services for job training during commitment and job placements in aftercare is critical.
8. On-going communication and planning with the youth, prospective caregiver, and conditional release counselor is essential.

Aftercare

9. Aftercare programs must continue to build on the youth's identified and documented strengths gained during confinement—a seamless system for transition to the community that includes multi-agency transition planning, continued mentoring, and job coaching for 12-18 months post-release must be available for youth leaving Type 3 programs.
10. Training that results in employment arranged for the youth will be appropriate for some youth leaving Type 3 programs. Continued support during aftercare will be essential.
11. Collaboration and planning with the youth, caregiver, and conditional release counselor should include arrangements for education, training, and/or employment as a component of aftercare.
12. Model vocational programs in juvenile commitment facilities have community and business partners, relationships with prospective employers, the ability to provide follow-up support and progress monitoring, job coaching, linkages to Vocational Rehabilitation and supported employment, where needed, and ongoing program evaluation.

Curriculum

The curriculum used in vocational programs in juvenile commitment facilities should have the following characteristics.

13. School board approved vocational modules based on the standards for vocational programs should be used to engage youth in exploring job related activities. Academic instruction should be integrated with vocational instruction and transition planning to enhance the relevance of the subject matter. Training that is both challenging and age-appropriate should be tailored to the needs of the youth.
14. The interpersonal skills needed to get and keep a job should be addressed in all education programs in juvenile justice facilities. Independent living skills including budgeting and household operations, work ethic, and the value of work to help cut across the effects of cross-generational incarceration should be part of the curriculum. Character education should be taught along with employability skills.[9] When possible, youth should be paid for pre-release work experience and required to design and use a personal budget.

[9] The Florida Department of Education, Division of Workforce Development, has developed curriculum frameworks and student performance standards for employability skills for youthful offenders. In addition, the department publishes a catalog of free and low-cost materials and resources for workforce development. Please see Appendices 3 and 4.

15. Vocational training programs for committed youth should be research-based and track and demonstrate outcomes.
16. The employability skills subject matter taught in Type 1 programs should have a direct link to the treatment plan being implemented by the commitment facility staff. Teaching and reinforcing the skills and behaviors a youth will need to get and keep a job should be part of the 24-hour program at a commitment facility. Life skills, character development, decision-making, and other social skills should be practiced by youth and reinforced by staff. Youth progress reviews should be designed to simulate an employee evaluation.
17. The curriculum used in Type 2 programs should include opportunities for job shadowing and real work experiences. A service-learning (community service) model can teach both community responsibility and offer a venue for learning real work skills and behaviors.
18. While Type 1 and 2 vocational programs teach entry-level employability skills, in Type 3 programs, youth should be able to complete Occupational Completion Points during their length of stay. Curriculum offerings at this level should be driven by the OCP model used in community colleges and vocational-technical schools.
19. The course offerings in Type 3 programs must reflect vocational program standards and be industry certified and endorsed.
20. The course offerings in Type 3 programs should be developed jointly by the facility staff, education program personnel, and school district personnel, addressed in the facility's school improvement plan and the school district's pupil progression plan, and consistent with the school district's plans for the use of Supplemental Academic Improvement[10] funds.

Outcome Measures

The Department of Juvenile Justice, school districts, and community colleges will share responsibility for the effectiveness and success of vocational programming in juvenile commitment facilities. The outcome measures suggested below can, in large part, be tracked through the use of data available from the Florida Education and Training and Placement Information Program (FETPIP).[11] Using this database, agencies can report on at least the following for each youth released from a commitment facility:

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[10] Supplemental Academic Improvement (SAI) funds are appropriated annually by the Legislature as categorical funding providing school districts flexibility in allocating resources to meet local needs.

[11] FETPIP is an interagency data collection system that obtains follow-up data on former students and others. Established by the Legislature in 1984 (s. 229.8075, F.S.), FETPIP provides follow-up data on public school graduates and dropouts, community college associate degree and vocational students, secondary and post secondary vocational students, university system graduates, adult education and GED students, Job Training and Partnership Act (JTPA) participants, Work and Gain Economic Self-Sufficiency Program (WAGES) participants, unemployment insurance claimants, and correctional system releases. The follow-up data describe the employment, average earnings, military enlistment, incarceration, public assistance participation, and continuing education experience of the participants being followed. The data collection is accomplished by electronically linking participant files to the administrative records of other state and federal agencies using individual identifiers.

Proposed Outcome Measures for Youth Leaving Commitment Facilities

- number and percent of youth placed in jobs within six months of release
- number and percent of youth returning to an academic or vocational training program on release
- number and percent of youth who on release enroll in an academic or vocational program and receive a high school diploma, GED, or vocational certificate
- number and percent of youth released from commitment and participating in the WAGES program six to twelve months post-release
- number and percent of youth returning to the correctional system within six to twelve months of release.

Outcome measures reported by the Department of Education, the Department of Juvenile Justice, and the Juvenile Justice Accountability Board for youth released on or after January 1, 2002, should include the measures described above.

Matching Youth with Facilities and Types of Vocational Programs

See Implementation Schedule:
IV. Administrative Policies and Procedures

Youth placed in the custody of the Department of Juvenile Justice are committed by the court to residential or non-residential facilities within a designated level of restrictiveness appropriate to the concern for public safety raised by the youth's behavior. Burglary, assault and battery, and auto theft are the most common commitment offenses. While the majority of these youth are males, the number of female commitment admissions steadily increased between 1992 and 1997. In 1997, there were 10,858 commitment admissions, the majority of whom were ages 14-17, with a range in age from 9 to 18 years. One-half of these students were described as not achieving academically and 56% had histories of being truant, tardy, suspended, or expelled.[12] The Department of Education reported that in the 1999-2000 school year, school districts provided educational services to 44,834 students (duplicated count) in juvenile justice facilities. Of these students, 21% were eligible for exceptional student education and 63% were overage for grade placement. Twenty-three percent of exiting 12th graders received a diploma, of these, 27% completed via the GED exit option, compared with 59% of all dropout prevention students.[13]

In designing vocational programs for youth in commitment facilities, two important factors should be considered. These include the following:

- Given the age and diversity of youth in commitment facilities, ranging from 9 to 18 years, the development of vocational programming must consider the age of the youth to be served. The vocational needs of very young students will differ from those of more mature youth who may be

[12] *Report of Findings on the Education of Juvenile Offenders,* Florida Department of Juvenile Justice, Tallahassee, Florida. Document #98-002-SPAM, December 1998, p. 17.
[13] *Developing Effective Educational Programs in Department of Juvenile Justice Programs: Year 2000.* Florida Department of Education, Tallahassee, Florida, p. 6.

ready to move into an occupation. The needs of older youth who have been out of school for an extended period of time prior to commitment and who have earned few high school credits toward graduation are different from those of a 15-year-old who may be able to return to a regular school on release and earn a standard high school diploma.

- Given the sizes and diversity of commitment facilities, it is not economically feasible to place a wide array of vocational offerings at every facility. Development of programs should consider costs, the length of commitment time, and the characteristics of the care and custody program.

Statutory revisions brought about in 1999 through HB 349 required the Department of Education to develop, select, and implement a common battery of assessment tools to be used in all juvenile justice programs. State Board of Education Rule 6A-6.05281, Florida Administrative Code (FAC), was adopted in 2000 to fulfill that requirement. Procedures described in the rule provide the framework for the assessment process that should now be in place across the state. Fulfilling the requirements of this rule should provide the information needed to respond to the first of the two concerns described above.

Regarding the development of vocational programs at commitment facilities, the second issue described above, the Department of Juvenile Justice charged a task force with developing a proposal for the alignment of facility placement decisions with both the programs offered at a particular facility and the academic, vocational, and mental health needs of the youth being placed. Proximity to the youth's home community and family are also essential for many youth. In addition, on exiting a commitment facility, the youth's access to a continuum of community supports including transition to further training and education is critical.

As required by statutory revisions brought about in 2000 through SB 2464, the State Vocational Plan Workgroup developed definitions for the types of vocational programming that should be available in commitment facilities. These definitions are described below.

Proposed Definitions and Characteristics of Vocational Programs in Commitment Facilities

Type 1— Program offerings at commitment facilities with this designation will focus on "youth development" and include courses that teach personal accountability skills and behaviors that are appropriate for youth in all age groups and ability levels. These skills and behaviors lead to work habits that help maintain employment and living standards. Type 1 programming would be available in facilities with lengths of stay of 90 days or less. The curriculum would be geared to youth ages 16 and younger.

Type 2— Vocational offerings at commitment facilities with this designation will include Type 1 program course content and an orientation to the broad scope of career choices, based on the youth's abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them is an essential prerequisite to skill training at this level. Type 2 programming would be available in facilities with lengths of stay of 120 days or less. The curriculum would be geared to youth ages 17 and younger.

Type 3— Vocational offerings at commitment facilities with this designation will include Type 1 program course content and the vocational competencies or the prerequisites needed for entry into a specific occupation. Youth in these programs will have access to direct work experiences, job shadowing, and youth apprenticeship programs. Type 3 programming would be available in facilities with lengths of stay of 180 or more days. The curriculum would be geared to youth ages 16 and older.

Implementation of the state vocational plan would require program directors and lead educators at each facility to become familiar with each of the options described above, focusing on those vocational offerings appropriate to their location, facility security level, population of youth served, and youths' typical length of stay. The Department of Juvenile Justice and local school districts would need to assist providers in identifying the resources needed to create these program types. All facilities would not be expected to offer *every* program type.

As required by s. 985.3155, F.S., the workgroup developed a matrix to align vocational program types with a youth's age and the custody characteristics and security restrictions at the commitment facility to which the youth is assigned. The table below displays the workgroup's proposal. It is important to note that this matrix does not consider the youth's academic history or personal goals post-commitment. These factors would require the vocational placement process to include individual student interviews and review of current school records.

Commitment Placements by Facility Type by Age of Youth by Vocational Program Type

Youth's Age	Low Risk	Moderate Risk	High Risk	Maximum Risk
12 years	Type 1	Type 1	Type 1	Type 1
13 years	Type 1	Type 1	Type 1	Type 1
14 years	Type 1, 2	Type 1, 2	Type 1, 2	Type 1, 2
15 years	Type 1, 2	Type 1, 2	Type 1, 2	Type 1, 2
16 years	Type 1, 2	Type 1, 2	Type 2, 3	Type 2, 3
17 years	Type 1, 2, 3	Type 1, 2, 3	Type 3	Type 3
18 years	Type 1, 2, 3	Type 3	Type 3	Type 3

In the fall of 2000, the Department of Education engaged a team of consultants to conduct a thorough review of all education facilities located on the campuses of juvenile justice commitment facilities. The subsequent report[14] included a facility renewal schedule with projected expenditures during the next ten years, an assessment of facility adequacy using a common set of criteria to evaluate existing educational facilities, and an evaluation of projected costs based on teacher-to-student ratios of 1:10 and 1:18. The study found that, using these ratios, construction and project costs would range from $145,610,517. to $101,559,638., respectively. Given this information, the Department of Juvenile Justice will develop a three-year implementation plan to address the facility

[14] *Providing Education in Florida's Juvenile Justice Facilities, A Cost Study.* Florida Department of Education, Tallahassee, Florida, February 2001.

needs identified in this study with capital outlay requests submitted to the Legislature in 2002 combined with available federal funding sources.

Screening and Placement Decisions

See Implementation Schedule:
IV. Administrative Policies
and Procedures

Determining the type and level of vocational program to which a youth is assigned is a part of the assessment process that cannot be overlooked. This process begins with screening the youth to determine the following information:

- level of restrictiveness of the youth's assigned facility
- youth's age
- previous grade completed; program enrollment, i.e., English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE), Adult Education, GED Preparation
- youth's academic status and ideas for the future
- academic levels in reading, writing, and math
- skills, abilities, interests and talents
- prospective placement on release.

This information should be discussed during a commitment staffing together with the additional factors that determine a youth's facility placement. The Department of Juvenile Justice's policy and procedures on placement decisions should be modified to include addressing the youth's vocational needs through a commitment staffing process.

All youth, regardless of their age, require some level of employability readiness. The scope of the curriculum should include introductory and survey courses to acquaint youth with the best options in today's job market, as well as teach the basic skills of letter and resume writing, job interviewing, and appropriate work behaviors. Academic education classes need to support and reinforce the vocational focus for many youth through the teaching of basic reading, writing, and math skills. A variety of commercial instruments are available to assess a youth's skill levels across a wide range of domains related to employment. A list of examples is included in Appendices 9 and 10.

For older youth and those who do not plan to return to high school, obtaining a GED should be a priority in educational programming. Direct training on a trade or skill with marketable value should occupy the major portion of a youth's programming hours while in commitment.

Current Vocational Offerings

See Implementation Schedule:
1. Agency Staff Development and Training

Several variables affect the range of vocational programming options that are appropriate in juvenile commitment settings. The length of time that a youth is confined (length of stay) and the type of facility, e.g., low, moderate, high and maximum risk, are perhaps the most significant. The facility risk levels require policies that affect the amount and type of freedom the youth has, including the types of tools the youth can use as well as the youth's opportunities to engage in activities outside the facility compound. These variables notwithstanding, the Department of Education's Division of Workforce Development identified programs in nine areas that could be aligned to accommodate these factors. The nine program areas include:

- Agribusiness and Natural Resources Education
- Business Technology Education
- Family and Consumer Sciences
- Health Sciences Education
- Industrial Education
- Marketing and Diversified Education
- Public Service Education
- Technology Education
- Programs for disadvantaged and limited English proficient students, gender equity programs, and programs for students with disabilities.

The Workforce Development staff identified the vocational program titles in each program area that could be considered for inclusion in vocational course offerings in juvenile commitment facilities. This list is included in Appendix 5.

Maximizing State and Federal Funding Sources

See Implementation Schedule:
1. Agency Staff Development and Training

The Florida Education Finance Program (FEFP) is the primary mechanism for funding public schools in Florida. The FEFP bases financial support for education on the individual student participating in a particular program. Students are counted four times per year—July, October, February, and June. FEFP funds are primarily generated by multiplying the number of unweighted full-time equivalent students (UFTEs) in each of the funded educational programs, for example vocational programs, by cost factors to obtain weighted FTEs. Weighted FTEs (WFTE) are then multiplied by the base student allocation and by a district cost differential to determine the base funding from state and local FEFP funds. Program cost factors are determined by the Legislature and represent relative cost differences among the FEFP programs.

Students enrolled in education programs in commitment facilities are usually counted for funding under either the cost factor for Dropout Prevention or a Level I-V program cost factor in Exceptional Student Education. When the weighted cost factor for dropout prevention programs was eliminated in 1999, establishing a unique cost factor for education programs in juvenile justice facilities became an important issue. Because these students are typically one or more grade levels behind their peers in regular schools and as a group, they present a high incidence of emotional disturbance and learning disabilities, teachers report that they present unique challenges calling for a higher rate of funding than students in other schools.

As required by SB 2464, the Department of Education conducted a study to determine the precise funding level needed to provide specialized education programs, including academic and vocational programs, to youth in juvenile justice programs. The legislation allowed for the results of the study to be used to establish a unique program cost factor for juvenile justice education programs beginning in fiscal year 2001-2002. The study was published in February 2001.[15] Based on the study findings, a cost factor of 1.602 was proposed for consideration by the Legislature for the 2001-2002 school year with the caveat that requires reporting students found eligible for exceptional student education services at Levels III, IV, or V.[16]

Title I, Neglected or Delinquent Program
Title I[17] is a federal program providing funding for compensatory education services for youth in state-operated juvenile and adult correctional facilities. In the 1998 study of education programs in juvenile commitment facilities, 33 of 49 school districts reported using Title I funds to supplement FEFP funds in these programs.[18] The Department of Education administers the Title I program and passes funds on to local school districts based on a count of eligible students on December 1 of each year.

Carl D. Perkins Vocational and Applied Technology Education Act (Perkins Act)
Vocational programs in juvenile justice facilities can be supported through federal funding allocated to each state through the Carl D. Perkins Vocational and Applied Technology Education Act.[19] Perkins funds are administered by the Department of Education and passed on to school districts or community colleges based upon a formula and the district's or college's annual funding plan.

The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning

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[15] *Ibid.*
[16] The 2000 Legislature eliminated Levels I, II, and III weighted cost factors for exceptional student programs.
[17] Part of the federal Elementary and Secondary Education Act, also called Chapter 1.
[18] *Report of Findings on the Education of Juvenile Offenders*, Florida Department of Juvenile Justice, Tallahassee Florida. Document #98-002-SPAM, December 1998, p. 38.
[19] Information describing the Perkins Act was obtained from the U.S. Department of Education's Office of Vocational and Adult Education, Division of Vocational-Technical Education.

that contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills for economic independence as a productive and contributing member of society. In fiscal year 1997, Florida received just over $50 million in Perkins Act funding. Perkins funds are most frequently used for:

- occupationally-relevant equipment
- vocational equipment
- materials for learning labs
- curriculum development or modification
- staff development
- career counseling and guidance activities
- efforts for academic-vocational integration
- supplemental services for special populations
- hiring vocational staff
- remedial classes
- expansion of "tech prep" programs.

Annually, school districts or community colleges submit a plan to the Department of Education describing the goals to be achieved through the expenditure of Perkins Act funds. The needs of individual commitment facilities could be included in local plans.

A study conducted for the Florida Department of Education by Dr. Bruce Wolford at Eastern Kentucky University in May 2000, found that of 18 states reviewed, 15 used Carl Perkins funds in providing vocational programming to youth in commitment.[20] While Florida was not one of those states providing Perkins funds directly to juvenile justice programs, both school districts and community colleges have the option of entering into such agreements with these facilities based on local priorities and needs.

Workforce Investment Act

Passed in 1998, the goal of the federal Workforce Investment Act (WIA) is to increase occupational skill attainment by participants and as a result, improve the quality, productivity, and competitiveness of the workforce and reduce welfare dependency. The WIA requires the appointment of local youth councils that report and make recommendations to the local workforce development boards.[21] The youth councils are responsible for developing a local plan relating to eligible youth,[22] recommending eligible providers of youth activities, conducting oversight with respect to the eligible providers, and coordinating the authorized youth activities. At a minimum, local areas must offer the following services to eligible youth:

- tutoring, study skills training
- alternative school services
- summer employment opportunities
- integrated academic and occupational learning
- leadership development activities
- supportive services
- adult mentoring

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[20] *Juvenile Justice Education: Who is Educating the Youth*, Dr. Bruce Wolford, Training Resource Center, Eastern Kentucky University, May 2000. The states using Perkins funds in juvenile commitment programs included Alabama, Arizona, California, Colorado, Delaware, Georgia, Illinois, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Virginia, and Washington.

[21] A state level youth council is also required, and it reports to the State Workforce Development Board.

[22] An eligible youth is one who is 14-21 years of age; meets the definition of low income; and is deficient in basic literacy skills, a school dropout, homeless, a runaway or foster child, pregnant or a parent, an offender, or an individual who requires additional assistance to complete an educational program or to secure and hold employment.

- paid and unpaid work experiences
- occupational skill training
- follow-up services to all youth participants for a minimum of 12 months
- comprehensive guidance and counseling.

A minimum of 30% of a local area's total allocation for youth activities must be spent on out-of-school youth, and 10% of the allocation must be used to leverage public schools' dropout prevention funds through performance payments for outcomes specified by the Workforce Development Board. Because they are enrolled in school and not funded with dropout prevention funds, youth in commitment facilities would not be eligible under either of these allocations. However, funds from the Temporary Assistance for Needy Families (TANF) program may be available to Workforce Development initiatives in the following way. Youth whose families are or have been participants in the WAGES program could be eligible for vocational or employment services under the Workforce Investment Act as a preventative measure. Use of TANF funds in this way may in fact keep the youth from entering the welfare program.

Incentives for Business Partners

See Implementation Schedule:
II. Marketing to Businesses and Trade Organizations

To achieve success in engaging businesses in developing vocational opportunities for youthful offenders, state and local agency personnel will need resources for recruiting business partners. The Department of Education Commissioner's Community Environment Council addressed this need for school districts in 1998. The council compiled and published a *Business Partner Tool Kit* that includes a variety of generic, camera-ready resources adaptable to each school district. Among the items contained in the tool kit are business partnership ideas, surveys, sample agreements, recognition ideas, news releases, public service announcements, and recruitment letters. The model this tool kit provides could be adapted for the purposes of recruiting business partners as part of this vocational education plan. In addition, the Florida Workforce Development Education Clearinghouse website at www.flstw.fsu.edu has a wide variety of information related to this topic and others. The Business Partners page includes the Florida Employer Recruitment and Orientation Guide that could be an excellent resource for the state workgroup.

SB 2464 required a plan for increasing the involvement of business and industry in the design, delivery, and evaluation of vocational programming in juvenile justice commitment facilities and aftercare programs. Following is a description of incentives for business involvement that should be promoted by the Department of Education and the Department of Juvenile Justice to attract the support of business for training and employment of juvenile offenders.

Work Opportunity Tax Credit

The federal government uses the Work Opportunity Tax Credit (WOTC) and the Welfare to Work (WTW) Tax Credit to encourage employers to hire from the eight targeted groups listed below. These programs were designed to help people move closer to self-sufficiency. The groups targeted for the WOTC and WTW Tax Credits include:

- vocational rehabilitation referrals (veterans and people with disabilities)
- qualified recipients of Aid to Families with Dependent Children (AFDC)
- qualified veterans receiving food stamps
- qualified, economically disadvantaged ex-felons hired no later than one year after conviction or release from prison
- high-risk youth ages 18-24 who reside in an Empowerment Zone or Enterprise Community[23]
- qualified summer youth ages 16-17 who reside in an Empowerment Zone or Enterprise Community
- qualified Food Stamp recipients ages 18-24
- qualified recipients of Supplemental Security Income (SSI).

Businesses that offer above minimum wage earnings and that are experiencing workforce shortages should be recruited and encouraged to participate in these tax credit programs as an incentive for involvement with youth leaving commitment programs. Examples of occupations with workforce shortages in Florida include aviation mechanics, health care, construction trades, and technology.

Under the WOTC program, the tax credit is worth up to $2,400, which is 40% of the first $6,000. of income. Under the WTW program, the credit is valued at up to $8,500., which is 35% of the first $10,000. of income in year one and 50% of the first $10,000. of income in year two. For example, if a company employed ten persons certified for the WOTC or WTW tax credit and each earned $6,000. in their first year of employment, the business would receive a $24,000. tax credit per year (10 certified employees X $6,000. X .40 = $24,000. tax credit).

Empowerment Zone Employment Credit

Another federal program that offers incentives for businesses is the Empowerment Zone and Enterprise Communities program. Under this federal program, businesses can receive as much as $3,000. in tax credits for the retention or employment of individuals who both live and work in an Empowerment Zone. In Florida, Jackson County (Marianna) and the Empowerment Alliance of Southwest Florida (Ft. Myers and Naples area) are designated Enterprise Communities, and Miami-Dade County and Tampa are designated Empowerment Zones. The Welfare to Work Tax Credit is also available for businesses hiring persons who live inside or outside the zone.

[23] Empowerment Zone and Enterprise Communities are those designated as such by the federal government for the purpose of participating in the Work Opportunity Tax Credit and Empowerment Zone Employment Credit programs.

Implementation Schedule for 2001-2002

As required by SB 2464, the state plan for vocational education for youth in juvenile commitment facilities includes a detailed schedule of implementation activities to be undertaken by the Department of Education and the Department of Juvenile Justice as the lead agencies. Other parties, including juvenile justice organizations, school districts, providers, community colleges, and Workforce Development Boards, will be invited to participate. The chart below lists the types of activities that will be undertaken during 2001-2002 in this regard. The implementation tasks are grouped in priority order beginning with Agency Staff Development and Training followed by Model Development as the most important tasks for 2001-2002.

Implementation Tasks	DJJ Lead	DOE Lead	TIME FRAME
I. AGENCY STAFF DEVELOPMENT & TRAINING (state and regional)			
A) Train targeted program staff in DOE (dropout prevention, exceptional student education, workforce development, vocational rehabilitation and community colleges) and DJJ (detention and commitment) to provide technical assistance to school district, community college, regional DJJ staff, and program staff at commitment facilities in the areas of vocational funding, program design and development, placement and course options, transition, and follow-up.	X	X	May 1, 2001-completion
B) Use existing meeting forums (regional and statewide) for juvenile justice and education providers to learn about the current trends and information in education and vocational programming. Provide an opportunity for facility, school district, and community college staff to engage in local planning at these events to apply the information learned.	X	X	May 1, 2001-completion
C) Ensure that a comprehensive vocational track is part of the Juvenile Justice Education Institute annually.		X	June 2001, annually thereafter
D) Utilize the resources available through the Division of Workforce Development in DOE to train providers in techniques for integrating education and vocational curricula consistent with the Sunshine State Standards and curriculum frameworks.		X	May 1, 2001-completion
E) Provide juvenile probation officers with training regarding transitioning youth into education and vocational programming and job preparation programs, building on the youth's accomplishments while in commitment. Review the curriculum being piloted for probation officers and aftercare workers to ensure that the content adequately addresses the responsibilities of these staff in regard to education and vocational opportunities for youth post-release.	X		May 1, 2001-completion
F) Create technical assistance and training materials to assist school district, community college, and commitment facility staff in maximizing state and federal funding sources, including the FEFP, SAI, Workforce Investment Act, Perkins Act, and Title I funds.	X	X	May 1, 2001-completion

Implementation Tasks	DJJ Lead	DOE Lead	TIME FRAME
G) Use private partnerships to acquire support from businesses to create scholarships for youth in commitment and to purchase essential vocational training equipment.	X	X	May 1, 2001-completion
H) Create technical assistance and question and answer papers that inform schools, community colleges, and commitment facility program directors about the options available to youth in commitment, e.g., vocational credits and OCPs, course enrollment options, postsecondary and adult vocational course options, secondary and postsecondary students in the same course and class, transfers to vocational schools and community colleges on release, and related topics. Advise school districts and community colleges on the alignment of local contract requirements with the state plan for vocational training for youth in commitment. Assist in the development of articulation agreements.		X	May 1, 2001-completion All contract requirements aligned with plan by January 1, 2002
I) Provide assistance to school district and commitment facility staff regarding the inclusion of vocational education in the cooperative agreements required annually.	X	X	May 1, 2001-completion
J) Create an inventory of businesses currently involved with commitment facility programs; collect sample contracts and agreements between business partners and commitment facility managers.	X		May 1, 2001-completion
II. MODEL DEVELOPMENT			
A) Encourage juvenile justice providers to form local workgroups that include vocational, adult, and community college representatives to develop plans for creating vocational opportunities for committed youth. Assist 2-3 local sites (rural, urban, different lengths of stay, and levels of security) in developing local plans for improving vocational opportunities for committed youth. Request funds to assist in the implementation of these models. Disseminate information statewide.	X	X	May 1, 2001-completion
B) Use construction projects planned at commitment facilities as a vehicle for job training.	X		May 1, 2001-completion
C) Create formal agreements between adult/vocational schools, community colleges, and commitment facilities to enable use of vocational training facilities and equipment on weekends or at low-use times during the weekday.	X	X	May 1, 2001-completion
III. MARKETING TO BUSINESS AND TRADE ORGANIZATIONS			
A) Develop an information guide for employers and trade organizations that orients them to the training and employment needs of youth in commitment, the advantages and incentives for becoming a business partner, and how to get involved with DJJ and providers in job training and vocational skill development.	X		May 1, 2001-completion
B) Work through several trade organizations to encourage companies to establish production sites at designated Type 3 commitment facilities, e.g., a modified prison industries model.	X		May 1, 2001-completion
C) Develop model agreements with businesses with examples of the design, delivery, and evaluation of Workforce Development programs in commitment facilities.	X	X	May 1, 2001-completion

Implementation Tasks	DJJ Lead	DOE Lead	TIME FRAME
IV. ADMINISTRATIVE POLICY & PROCEDURES			
A) Create a multi-year, prioritized plan for requesting funds for education/vocational facility construction and renovation, including the purchase and repair of equipment and program start-up funding.	X	X	May 1, 2001-completion
B) Revise current provider contracts to define providers' responsibilities regarding education and vocational education for youth in commitment and transitioning to aftercare. Include performance measures relating to job readiness, experience, and placement. Align the contract requirements with the state plan for vocational training for youth in commitment.	X		All contract requirements aligned with plan by January 1, 2002
C) Create operating policies and procedures for vocational training in commitment facilities from *assessment* through *placement* and *transition* to *aftercare*. Address specific security requirements and appropriate exceptions for youth in maximum risk facilities.	X		May 1, 2001-completion
D) Align all quality assurance requirements with the state plan for vocational education for youth in commitment.	X	X	All quality assurance requirements aligned with plan by August 1, 2002
E) Create sample model contracts/agreements between facilities and business partners to address student training, liability, supervision, and other areas of concern.	X		May 1, 2001-completion
F) Assign responsibility for determining when and how a vocational assessment occurs to the Department of Juvenile Justice Classification and Placement Workgroup.	X		May 1, 2001-completion
G) Determine each commitment facility's current protocol for completing a vocational assessment for youth at placement.		X	May 1, 2001-completion
H) Ensure that those responsible for assessment are knowledgeable of and have access to CHOICES[1] software.	X	X	May 1, 2001-completion
I) Align outcome measurement reporting with the state plan for vocational education for youth in commitment. Track youths' employment status through the FETPIP database and report quarterly.	X	X	January 1, 2002
J) Designate all DJJ commitment facilities as Type 1, 2, and/or 3 in regard to vocational offerings. Update designations annually. Survey current DJJ providers for input on how their facility should be rated as Type 1, 2, or 3 in regard to current vocational offerings and potential capacity to offer vocational programming.	X		May 1, 2001-completion
K) Designate certain Type 3 facilities as "magnet" training facilities within each region. "Magnet" designations to include certain trades and/or education levels, e.g., youth with a GED or high school diploma at placement.	X		May 1, 2001-completion
L) Develop a screening instrument to assist in identifying appropriate vocational placements for youth entering commitment.	X	X	May 1, 2001-completion

[1] CHOICES is a computer-based system that assists students and other job seekers in examining career options, identifying education/training requirements and providers of those services, surveying course offerings, and accessing available financial assistance.

Implementation Tasks	DJJ Lead	DOE Lead	TIME FRAME
V. INTRA- & INTER-DEPARTMENT COMMUNICATIONS			
A) Continue the work of the State Vocational Education Plan Workgroup.	X	X	May 1, 2001-completion
B) Ensure that DJJ facility staff and school districts are included in all correspondence related to funding instructions and new funding opportunities.	X	X	May 1, 2001-completion
C) Add a representative of community colleges to the state workgroup.		X	May 1, 2001-completion
D) Add a representative from State Workforce Board to the state workgroup.		X	May 1, 2001-completion
E) Add a representative from Vocational Rehabilitation to the state workgroup.		X	May 1, 2001-completion
F) Send an informational notice to directors of vocational programs and community college occupational deans affirming the eligibility for vocational and adult education programs of youth in juvenile justice schools and encouraging the program administrators to work with facility program directors to make vocational training and adult education courses available to these students.		X	May 1, 2001-completion
G) Recommend to local juvenile justice councils that they add representatives from community colleges and local Workforce Councils to their membership.	X		May 1, 2001-completion
H) Encourage school districts to expand their business partner initiatives to include commitment facilities located in the county.	X	X	May 1, 2001-completion
I) Designate at least one staff member in each of the 5 DOE regional workforce development offices as the liaison with juvenile commitment facilities in that region.		X	May 1, 2001-completion

Appendices

Appendix 1

List of Members of the State Vocational Plan Workgroup

State Plan for Vocational Education for Youth in Juvenile Justice Commitment Facilities

A Joint Project of the Department of Education and the Department of Juvenile Justice

State Vocational Plan Workgroup Members

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Appendix 2

Recommendations Excerpted from

Promising Approaches to Workforce and Youth Development for Court-Involved Youth

Promising Approaches to Workforce and Youth Development for Court-Involved Youth[1]

1. Share a Vision and a Common Language

A theme among the collaborative efforts that worked effectively was the need for a common goal and language base. Some of the initiatives expressed regret in not implementing these types of discussions early on in the process. Without this fundamental approach in place, they experienced high staff turnover and substantial delays before they were able to reach the point at which they could be considered effective. Juvenile justice systems generally do not have the same goal as workforce development systems. However, when policies are formed, they all have one common goal: to change the behavior of the individual (e.g., increase employment attainment and upward mobility and reduce recidivism). Thus, the behavior and the population must be addressed first and then all systems or partnering agencies will need to make provisions in adopting the common goal. Youth development as a common goal appears to have promising effects.

2. Form Partnerships with Agencies

Be mindful of what each partner can bring to the table. The resources needed for an effective program, from money to manpower to materials and supplies, are often distributed across a variety of public and private agencies. These agencies will desire evidence that trading their resources will produce not only policy-related results, but also some worthwhile outcomes for the agency, such as public recognition or access to resources in the future.

If you are not a policy entrepreneur, you or your agency can join a policy community that is interested in effecting change. Look to other systems for ideas and join the effort, for example:

Governmental Agencies	Private Sector	Non-Governmental Organizations (NGOs)
• Workforce Development System and the Workforce Investment Board • Juvenile Justice Systems • Juvenile Probation Departments • Law Enforcement • Tribal Authorities • Mental Health Authorities • Schools and School Districts • Local planning councils • Child protective services • Mayor's Office of Employment	• Employers in the trades, retail, computer industry, or any other business group that matches the local labor market needs • Industry associations: National Association of Home Builders, retail associations, technology associations	• Foundations • Advocacy Groups • Non-profits: educational organizations, employment and training providers, faith-based groups, civic organizations, transportation providers, think tanks, shelter providers, substance abuse organizations • Parents and Youth • Senior Citizens

[1] Recommendations presented to the Annie E. Casey Foundation by the National Youth Employment Coalition, the Justice Policy Institute, and the Youth Development Research Fund in a report titled *Promising Approaches to Workforce and Youth Development for Court-Involved Youth*, Fall 2000.

3. Look for Funding from Non-Traditional Sources
As evidenced by the lengthy list of partnerships and innovative programs, funding often originates from sources in a variety of systems. Knowledge of systems (juvenile justice or workforce development, among others), connections with potential partners and non-stop networking outside of your own milieu were suggested as avenues to find funding.

4. Avoid the Status Quo and Be Flexible
Long-term success comes from making provisions for change, learning from other systems and partners and ultimately being willing to change. As a part of the process, your agency will also need to be willing to educate others about your approaches. It is possible to mistake processes for goals, and people can feel they have a stake in processes even if those processes do not most effectively meet the goals of the broader policy. A shared vision and common language can keep the focus on goals and encourage effective flexibility about processes.

5. Avoid "Territorialism"
This may be easier said than done, but before proceeding, take the time to figure out where everyone stands. Sometimes individuals can pose the greatest barriers to effective implementation. Realize that control of resources is crucial to organizational survival, and progress may be more rapid if respect is shown for the core resources of all organizations involved. Businesses will guard their financial resources; governmental agencies will guard their political resources; non-governmental organizations will guard their legitimacy and reputation. Respect for these core interests by all involved can produce flexibility in other areas less crucial to each organization.

6. Do Not Let Barriers Stand in the Way
All of these initiatives faced challenges that could have easily put an end to initial partnerships or continued operations. Judges sentence youth to incarceration, partners become "territorial" or funding is lacking. These are challenges to promoting positive workforce development, but each initiative in this report was able to find creative ways to address them. Perceived barriers can be overcome through a variety of strategies and many unique ideas to overcoming these challenges are located in the profiles in the appendix.

7. Encourage Policy Entrepreneurs
Some of the most effective and innovative approaches in this document were initiated by individuals who developed an idea and ran with it. If you are a policy entrepreneur, enlist the support of partners with similar visions, even if they work in different systems. Even if interests are not always obvious, sometimes the most unlikely partnerships can be created that are mutually beneficial. If a policy entrepreneur approaches you, be open minded about the possibilities presented,

noting realistic appreciation of the resources available combined with innovative combinations of those resources.

8. Use Focusing Events as Learning Tools

Unfortunately, focusing events related to crime will always exist. High profile murders and general youth violence, as well as incidents inside juvenile institutions, are often highlighted in the media. In almost every social policy field, focusing events lead to policy changes, e.g. gun control legislation following the Columbine High School shootings. Many initiatives are the result of minor or major events, including publicized increases in juvenile crime during short time periods, or the recognition that systems are becoming overwhelmed. Such events or trends are part of public policy and should be used as effective learning tools. Not making changes in the face of negative events can be irresponsible. Changing a system to better help youth is a positive response to unfortunate circumstances.

9. Use Logic and Data to Create Policy and to Demonstrate Effectiveness

Your agency or partnership may not be able to afford an independent evaluator, but the one thing that funding agencies want to see the most is proof of effectiveness. Without data, chances of increased or continued funding are less likely. Identify concrete, measurable and realistic indicators of success and monitor them. When successful outcomes occur, profile them to the media, providing concrete examples of your success, e.g., case vignettes.

Data are also important in the initial planning of your innovative approach or effective initiative. Agencies reported over and over again that their success was due in large part to their efforts early on to match the goal with the data or needs assessments. This could include matching labor market needs with types of employment programs or simply conducting a needs assessment to verify that your proposed initiative is indeed worthwhile in your area.

10. Count on Unintended Consequences

Every agency responded that some type of unintended consequence was inevitable. These challenges, however, were often expected or confronted immediately. A common concern is the result of implementing new services. Often when new services are offered to a youth, new requirements are included for success, e.g., the youth must obtain a job within a specified period of time. Although the intent of the service is laudable, the result may be an impending lock-up if the requirement is not met. The re-incarceration may not have occurred if the new policy had not been implemented. When these types of concerns present themselves, policy-makers must be ready to confront the system again and address the unintended consequence.

Unintended consequences can also result in positive changes. For example, in North Carolina, the original intent of the initiative was to connect the public school system to the Internet. The positive, unintended result was a new, and highly successful, employment initiative for incarcerated youth that grew out of an existing policy.

11. Address Geographical Mismatch
Initiatives should consider the local labor market and the partner agencies needed to help fill in the gaps to effective implementation. Geographical mismatch is a common problem among agencies in that youth live in one area and work in another, or they are being released from a facility and are looking for employment in another area of the state. Agencies that provide transportation, for example, can help youth find employment outside of a neighborhood with few opportunities.

12. Encourage Policy Makers to Create Broad RFP's (Requests for Proposals)
RFP's with the goal of helping youth become self-sufficient may have the unintended consequence of placing undue burdens on the agencies who receive the funds. What is evident in both the exemplary practices and the policy initiatives findings sections is that a broad range of services (often referred to as "wrap-around services") is needed to ensure youth become integrated into the workforce. Those services must be delivered through partnerships or through one agency, but to do so takes considerable planning and appropriate resources. Increased services may also lead to a "widened net" where more burdens are placed on youth. Services associated with broad RFP's should be considered in light of the requirements placed on the youth receiving those services.

13. Recognize that Labor Markets are Regional and Local
Juvenile justice systems look to reports such as these to understand "what works." Policy makers should recognize that an employment program in one area of the country may not "work" in another area of the country if no jobs are available in that occupational category. Therefore, partnering with the workforce development system and the private sector to integrate programming with employment forecasts, as well as to secure training resources, curricula and other needed training materials, is essential to a quality program that looks beyond the youth's time in the "system."

Appendix 3

Curriculum Frameworks and Student Performance Standards for
Employability Skills for Youth

July 2000

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Vocational Employability Skills for Youth
Program Type:	Secondary
Occupational Area:	Instructional Support Services
Components:	N/A
Program Numbers	9001820
CIP Number	1199.0007SN
Grade Level	7-12, 30, 31
Length	Variable
Certification	ANY VOCATIONAL FIELD OR COVERAGE
Facility Code	272

I. **PURPOSE**: The purpose of this program is to provide vocational education competencies for youthful offenders. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level job employment. The specific program content includes measurable components from any of the vocational program areas with heavy emphasis on work ethics and employability skills.

II. **PROGRAM STRUCTURE**: This program is intended to provide short-term occupational education for individuals in residence within youthful offenders' institutions, usually for a 4 to 12 month duration. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

III. **SPECIAL NOTE**: Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the program areas of Agriscience and Natural Resources, Business Technology, Diversified, Health Science, Family and Consumer Sciences, Industrial, Marketing, Public Service, and Technology Education. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of institution's clients with an average time of stay of 4 to 6 months.
2. Organized instruction provided by a qualified instructor.
3. Input from a program advisory committee composed of representatives of business and industry.
4. Documentation for evaluation and accountability purposes.

Laboratory Activities: Appropriate laboratory activities are an integral part of this course.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

Equipment List: Equipment for this program is based on the vocational program(s) being offered.

IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

01.0 Demonstrate realistic employment goals.
02.0 Demonstrate employability skills.
03.0 Manage interpersonal relationships.
04.0 Use appropriate equipment and supplies safely and correctly.
05.0 Demonstrate competencies identified for a specific program component.

OPTIONAL

06.0 Demonstrate acquired skills through on-the-job training.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Vocational Employability Skills for Youth
Secondary Number: 9001820
Postsecondary Number: N/A

Occupational Completion Point A

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
01.02 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Describe steps in a job search.
02.02 Complete a job application.
02.03 Interview for a job.
02.04 Follow time management rules.
02.05 Demonstrate the ability to follow directions.
02.06 Understand the benefits and responsibilities associated with successful employment.
02.07 Apply problem-solving strategies to real life situations.
02.08 Describe steps in resigning from a job.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate good work attitudes.
03.02 Demonstrate characteristics of a good employee.
03.03 Maintain a positive relationship with a supervisor.
03.04 Demonstrate personal dress and grooming techniques.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

OPTIONAL

06.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING--The student will be able to:

06.01 Display a positive attitude toward a job.
06.02 Demonstrate job performance skills.
06.03 Display expected level of productivity.
06.04 Use evaluations to improve own performance.
06.05 Apply appropriate safety rules.

Appendix 4

Sample Listing of Free and Low-Cost Resource Materials
Available from the Department of Education

Sample Listing of Free and Low-Cost Resource Materials Available from the Department of Education[1]

School-To-Career Connection (K-PS) Curricular Model contains a broad range of 100+ activities for districts and communities to meet the Career Development Guidelines as established by the National Occupational Information Coordinating Committee (NOICC) for all levels. These guidelines are incorporated into the Student Development Program (Florida's model for student development).

Career Futures, a new and exciting computer-assisted guidance program, invites students to learn more about themselves and explore occupations. It is a highly interactive, fun and fast way for your students to begin thinking about their high school and career plans.

Career Aptitude Survey (CAS) is a computer-based multi-aptitude battery that gives students and adults a snapshot of their potential for specific occupations. User-friendly characteristics, quality norm tables, and documented validity make CAS an excellent choice to enhance career exploration and career guidance activities.

CHOICES is a computerized career, education, and financial aid system that engages users in an interactive process in order to increase their self-awareness, help them set priorities and improve their career decision-making skills. This dynamic, interactive computer software includes assessment instruments and annually updated information on occupations, schools, and financial aid.

Enter Here Series, a video-based resource that introduces all students to a wide range of challenging entry-level jobs, is available in two versions: Enter Here series and Enter Here collection.

The Guide to Career and Educational Planning is an excellent resource for high school students and adults seeking career options, education and training programs and financial aid. Specifically designed to help the Florida career seeker, The Guide lists job descriptions with approximate Florida earnings and connects them with the name and location of institutions where related education or training are offered in the state.

Career Cruiser is a publication distributed to Florida schools to be used with 8th grade students. The Cruiser's self-assessment activity is a fun way to help students begin thinking about he relationship between personal interests and career goals. Career interest areas are based on the 12 Interest Areas specified by the Department of Labor. Charts display sample occupations in each of the 12 Interest Areas. Occupational descriptions, earning ranges, and minimum education level required for the job are also listed.

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[1] These materials and others are included in the *Product Catalog* of the Florida Department of Education, Division of Workforce Development. For a free copy of the catalog, call 1/800/342-9271.

Appendix 5

Listing of Vocational Program Titles for Consideration in
Vocational Course Offerings for Youth in Commitment Facilities

Compiled by the Department of Education
Division of Workforce Development
January 2001

Standards, Benchmarks & Frameworks Section

Program Area: Agribusiness and Natural Resources Education

Enrollments: 52,000

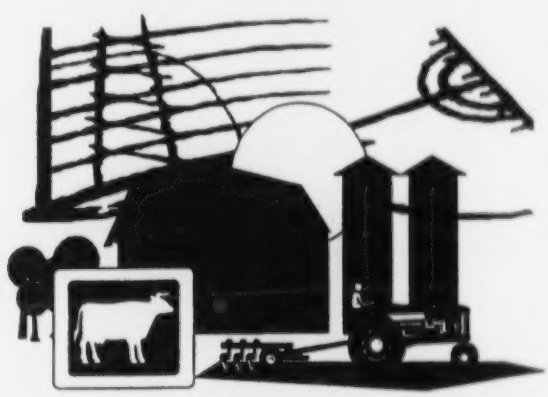
Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings: Agribusiness and Natural Resources Programs are designed to prepare students for advanced training or employment in areas such as agriculture production, agricultural biotechnology, horticulture, agricultural mechanics, veterinary assisting, forestry and natural resources.

VSO: FFA **Professional Organization:** FVATA

Services: Teacher inservices, supervisor updates, newsletter to vocational directors, agricultural supervisors, and teachers

New Initiatives: Reinventing Agricultural Education for the Year 2020, curriculum materials to support the horticulture core and the animal science core, electronic mail list for agriculture teachers and supervisors, updated and accurate database of agriculture teachers including addresses, phone numbers, programs taught



Standards, Benchmarks & Frameworks Section

Program Area: Business Technology Education

Enrollments: 403,035

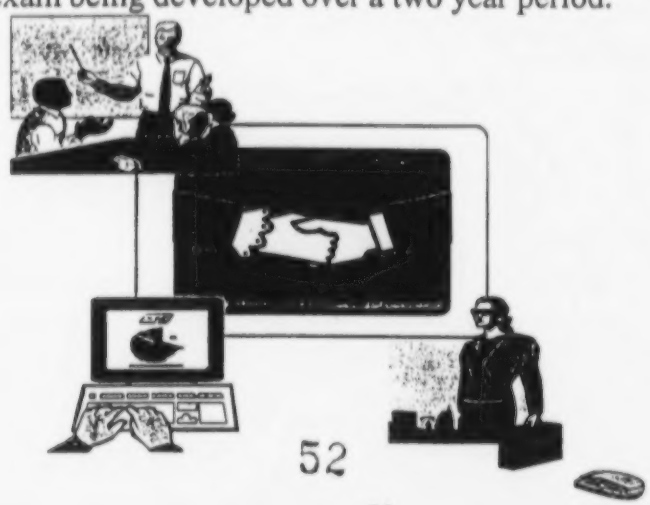
Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings: Business Technology Education Programs are designed to prepare students for advanced training or employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Occupations include Management and Supervision, Accounting, Computer Technology, Office Support Services, and Court Reporting.

VSO: FBLA/PBL **Professional Organizations:** FBTEA, FABTES

Services: Teacher in-service, supervisor updates, news update homepage, classroom presentations, dissemination of BTE information.

New Initiatives: Revitalization of Business Technology Education - All new and restructured programs to be implemented in school years 1998-99 and 1999-2000. New middle school course being developed to offer exploration of secondary BTE programs. Toolbox of activities and video training set to support new core curriculum. Curriculum guides for use in implementing all new programs. Certification revision in process to update requirements to accommodate new BTE curriculum. New BTE Teacher Certification exam being developed over a two year period.



Type of Program	Length of stay	Possible Vocational programs/OCPs
Secure (old Level 6)		Computer and Business Skills (75hours) Administrative Assistant OCP A - C Legal Secretary OCP A - C Medical Secretary OCP A - C Digital Design Services OCP A - C Business Supervision and Management OCP A - C PC Support Services OCP A - C Web Design Services OCP A - C Business Computer Programming OCP A - C Customer Assistance Accounting Operations OCP A - C Network Support Services OCP A - C Academy of International Business Multimedia Design Technology OCP A, B
High Risk Residential - Hardware Secure (old Level 8)	6-18 months	Administrative Assistant OCP A - D Legal Secretary OCP A - D Medical Secretary OCP A - C Digital Design Services OCP A -D Business Supervision and Management OCP A - C PC Support Services OCP A - D Business Computer Programming OCP A - D Customer Assistance Accounting Operations OCP A - D Academy of International Business Multimedia Design Technology OCP A - C
Maximum Risk/Juvenile Prison - Hardware Secure (old Level 10)	1-2 years, changing to 18-36 months	Administrative Assistant Legal Secretary Medical Secretary OCP A - C Digital Design Services Business Supervision and Management PC Support Services Business Computer Programming Customer Assistance Accounting Operations Academy of International Business Multimedia Design Technology

Standards, Benchmarks & Frameworks Section

Program Area: Disadvantaged & Limited English Proficient Students

Enrollments: VPI: 13,879; Voc Ed for Adult Offenders: 3,381; Voc Ed for Residential Youth: 949

Levels: Secondary/Postsecondary

Brief Overview of Program/Course Offerings: Provides supplementary services for disadvantaged and limited English proficient students in vocational education. This includes vocational preparatory (basic skills) instruction and English language instruction.

VSO: **Professional Organization:** FSNA & TESOL

Services: Technical assistance, in-service, updates, networking

New Initiatives: Integration of academics and vocational education

Standards, Benchmarks & Frameworks Section

Program Area: Family And Consumer Sciences (FCS)

Enrollments: 281,435

Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings: To provide life skills and career training in the areas of nutrition, consumer education, family living, child development, parenting, housing, home and resource management, clothing and textiles for a global economy.

VSO: FHA/HERO

Professional Organizations: FEFACS - (Florida Educators of Family and Consumer Sciences); FAFCS - (Florida Association of Family and Consumer Sciences)

Services: Teacher inservice; supervisor/lead teacher updates; liaison to professional organizations,.other agencies, colleges and universities, business and industry, and FHA/HERO.

New Initiatives: Partnering with the Florida Restaurant Association and Johnson and Wales University in retraining teachers in the food industry arena. National skill standards development, inservice and dissemination. Reinforcing the FCAT and Sunshine State Standards in courses/programs.

Standards, Benchmarks & Frameworks Section

Program Area: Gender Equity [Includes 100 Single Parent/Displaced Homemaker/Single Pregnant Woman, Nontraditional Vocational Education and Middle-School Mentoring Projects]

Enrollments: Approximately 10,000 participants

Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings: Sixty-two single parent and twenty-two gender equity project coordinators recruit and assist mostly women in enrolling in high-wage vocational programs and programs which are nontraditional for their gender. Girls in sixteen middle-schools are provided career assessment/exploration and matched with mentors who work in careers which are nontraditional for their gender.

VSO: Local support groups, Florida Education & Employment Council for Women & Girls **Professional Organization:** FVEEA, NAPE

Services: With assistance of two university projects, we provide preservice & inservice, conferences, data collection & management, newsletter, manuals, marketing materials, professional mentoring, lending library, technical assistance papers and schoolwide gender-equity awareness.

New Initiatives: Equity Standards for the Educational Community

Women and Girls in Apprenticeships

Impacts of Welfare Reform on Women & Children

EQUITY

Program Area: Health Science Education

Enrollments: 225,246

Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings: Health Science Education programs provide the competencies required to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, in the home and in the community. The educational programs in Florida may be grouped into the following occupational cluster areas: Dental, Nursing Services, Medical Office, Health Care Information Technology, Emergency Medical Services, Diagnostic Services, Therapeutic Services, Supportive Services, Vision Care Services, and other Health Care Services. Clinical Affiliations are an integral and critical component of health science education programs.

VSO: HOSA **Professional Organization:** HOEAF

Services: Teacher inservices, supervisor updates, newsletter to vocational directors, health science education supervisors, and teachers, contribute to EMS , HOEAF, and HOSA newsletters. Manage rural health, user group, HOSA, and HPS projects. Provide student and teacher core books and test item bank. Act as liaison with all regulatory boards.

New Initiatives: Piloting National Building Linkages Project in Florida, a project that incorporates national health care skill standards in a STW format grades k-postsecondary. Addition of 4-5 more simulators throughout the state. Providing AIDS credit for all students.

Standards, Benchmarks & Frameworks Section

Program Area: Industrial Education

Enrollments: Approximately 125,000

Levels: Secondary/Postsecondary

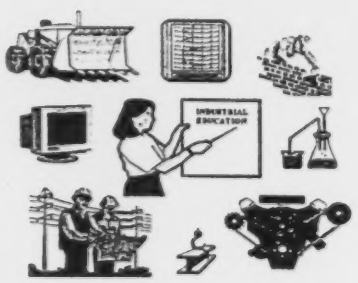
Brief Overview of Program/Course Offerings: Industrial Education consists of 142 program areas taught at secondary schools, postsecondary technical centers and community colleges. The range of offerings include such areas as structural steel, aviation maintenance, electronics, marine mechanics, cosmetology and biomedical equipment repair. These programs prepare students to enter many industrial career areas and help keep America running.

VSO: VICA

Professional Organization: FVA, NASSTIE, FATIE,

Services: Teacher inservices, supervisor updates, quarterly newsletter to community college deans, vocational directors, industrial supervisors, and teachers.

New Initiatives: Reviewing industrial frameworks to address the constantly changing requirements of industry and our students. Providing industry input to the change process assuring that new technology is included in our reviews.



Type of Program	Length of stay	Possible Vocational programs/OCPs
		Heavy Duty Truck and Bus Mechanics 1680 hours Computer Electronics Technology Marine Service Technology Motorcycle Service Technology Plumbing Carpentry Heating Ventilation A/C and Refrigeration. Major Appliance and Refrigeration Repair Automotive Collision repair and Refinishing Boatbuilding Wood and Fabricated Painting and Decorating Commercial Photography Printing and Graphic Arts Electricity Electronic Technology Consumer Electronic Repair Heavy mechanic Machining Welding Sheetmetal Fabrication Barbering Grooming and Salon Services Commercial Foods and Culinary Arts Television Production (very electronic equipment intensive)

Standards, Benchmarks & Frameworks Section

Program Area: Marketing And Diversified Education

Enrollments: 90,000 (some are duplicates)

Levels: Middle/Secondary/Postsecondary

Brief Overview of Program/Course Offerings:
*Diversified Career Technology prepares students for employment in selected occupations utilizing the cooperative method of instruction. Employment related instruction is in-school instruction which enables the student to develop a variety of workplace competencies and transferable skills.

*Work Experience is designed to provide the potential school leaver, through paid part-time employment, with experiences in a work environment and, through concurrent classroom instruction, to assist potential school leavers in acquiring the necessary human relations skills, work attitudes, and common knowledge required for successful employment and for selection of a vocation.

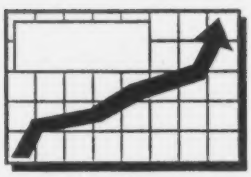
*Marketing Education prepares students to work in the area of the direct flow of goods and services from the producer to the consumer. Marketing occupations are found in retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, travel and tourism, and communications.

VSO: CECF
DECA
Delta Epsilon Chi

Professional Organization: FVA, DCTAF
Professional Organization: FVA, FAME

Services: Teacher in-service, supervisor updates, newsletter to vocational directors, program supervisors, and teachers

New Initiatives: Program restructuring of Work Experience



Type of Program	Length of stay	Possible Vocational programs/OCPs
		Academy of Travel and Tourism Customer Service Floral Design and Marketing Hotel Operations and Supervision Development Marketing, Merchandising and Parts Operations
Maximum Risk/Juvenile Prison - Hardware Secure (old Level 10)	1-2 years, changing to 18-36 months	Marketing Management Academy of Fashion Marketing Academy of Entrepreneurship Academy of Finance Academy of International Marketing Academy of Travel and Tourism Customer Service Floral Design and Marketing Hotel Operations and Supervision Development Marketing, Merchandising and Parts Operations

Standards, Benchmarks & Frameworks Section

Program Area: Public Service Education

Enrollments: 50,548

Levels: Middle/Secondary/Postsecondary

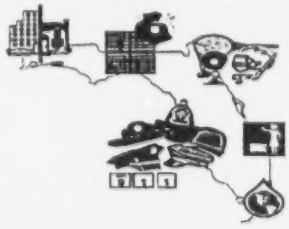
Brief Overview of Program/Course Offerings: The Public Service Education programs may be subdivided into three main levels of purpose. The exploration courses offered in grades 6-9 are designed to provide students with an overview of the public service delivery system to enable them to make informed and meaningful choices of occupations in the public service field. The Practical Arts courses offered in grades 9-12 are designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation. The Job Preparatory programs are designed to provide knowledge and skills that prepare students for employment in a specific public service occupation or in a cluster of related occupations which include law enforcement, corrections, correctional probation, fire fighting, water and wastewater treatment plant operations and management, solid waste disposal, bail bondsperson, security guard, legal assisting, traffic accident investigation, public safety telecommunication, sign language communication, and recreation technology.

VSO: FPSA

Professional Organizations: FVA, FES, ASCET, FSPLS, ACJS, ACJA, LAE, ASIS

Services: Technical assistance to vocational directors and teachers. Act as liaison with all regulatory boards.

New Initiatives: Public Service Education now has a website at http://www.firn.edu/doe/bin00029/home0029.htm. Will be developing hot links to other state agencies, vocational training centers and community colleges involved in public service education. Stay tuned!!



Type of Program	Length of stay	Possible Vocational programs/OCPs
		Water Resources Technology (Secondary)
Maximum Risk/Juvenile Prison - Hardware Secure (old Level 10)	1-2 years, changing to 18-36 months	Academy of Journalism (Secondary) Academy of Public Works (Secondary) Academy of Public Works (450 hours) Air Quality Tech (Secondary) Barbering (Secondary) Barbering (1200 hours) Civil Engineering Aide (Secondary) Clock, Watch and Jewelry Repair (1350 hours) Commercial Fishing (Secondary) Commercial Fishing (750 hours) Cosmetology (Secondary) Cosmetology (1200 hours) Criminal Justice Operations (Secondary) Dry Cleaning and Laundering (Secondary) Dry Cleaning and Laundering (450 hours) Engineering Assisting (Secondary) Engineering Related Technology (450 hours) Exploration of Public Service Occupations (Secondary) Facials Specialty (Secondary) Facials Specialty (240 hours) Land Resources Technology (Secondary) Mine Safety and Health (24 hours) Nails Specialty (Secondary) Nails Specialty (260 hours) Principles of Public Service (Secondary) Restricted Barbering (1000 hours) Teacher Assisting (Secondary) Water Resources Technology (Secondary)

Standards, Benchmarks & Frameworks Section

Program Area: Technology Education

Enrollments: 352,997

Levels: K-12, Technology Education

Brief Overview of Program/Course Offerings:

- Technology Education is comprised of fifty-five (55) courses of creative, pertinent, required knowledge for the 21st century. It is human innovation in action. It involves the generation of **Knowledge** and process to develop systems that solve problems and extend human capability.

- The promise of the future lies not in technology alone, but in people's ability to use, manage, and understand it.

VSO: TSA **Professional Organization:** ITEA - FTEA

Services: Teacher inservices at FTEA Conference, weekly e-mail updates to supervisors, monthly newsletter to vocational directors, supervisors, and teachers.

New Initiatives: Curriculum Guides, Engineering, Technology Studies and Aerospace. Still on critical shortage list.

Type of Program	Length of stay	Possible Vocational programs/OCPs
(STOP) (old Level 4)		
Moderate - Staff Secure (old Level 6)	6-9 months	Integrated Technology Studies (Middle school 1/2 credit) Introduction to Technology Studies (Middle school 1/2 credit) Exploring Technology Studies (Middle school 1/2 credit) Exploration of Communications Technology Studies (Middle school 1/2 credit) Exploration of Production Technology Studies (Middle school 1/2 credit) Exploration of Aerospace Technology Studies (Middle school 1/2 credit) Orientation to Technology Studies (Middle school 1/2 credit) Exploration of Power & Transportation Technology Studies (Middle school 1/2 credit) Communications Systems Studies (High school 1/2 credit) Power and Transportation Systems(High school 1/2 credit) Production Systems(High school 1/2 credit) Drafting and Design(High school 1/2 credit) Electronics Systems(High school 1/2 credit) Engineering Systems(High school 1/2 credit) Applied Technology Systems(High school 1/2 credit) Home Technology Systems(High school 1/2 credit) Technology Studies I, II, III (high school, each 1 credit) Aerospace Technology I, II, III (high school, each 1 credit) Engineering Technology I, II, III (high school, each 1 credit) Production Technology I, II, III (high school, each 1 credit) Communications Technology I, II, III (high school, each 1 credit) Drafting/Illustrative Design Technology I, II, III (high school, each 1 credit) Material and Processes Technology I, II, III (high school, each 1 credit) Electronics Technology I, II, III (high school, each 1 credit) Power and Transportation Technology I, II, III (high school, each 1 credit) Construction Technology I, II, III (high school, each 1 credit) Innovations & Inventions (High school 1 credit)
Moderate - Hardware Secure (old Level 6)	6-9 months	Integrated Technology Studies (Middle school 1/2 credit) Introduction to Technology Studies (Middle school 1/2 credit) Exploring Technology Studies (Middle school 1/2 credit) Exploration of Communications Technology Studies (Middle school 1/2 credit) Exploration of Production Technology Studies (Middle school 1/2 credit) Exploration of Aerospace Technology Studies (Middle school 1/2 credit)

Type of Program	Length of stay	Possible Vocational programs/OCPs
		Home Technology Systems(High school 1/2 credit) Technology Studies I, II, III (high school, each 1 credit) Aerospace Technology I, II, III (high school, each 1 credit) Engineering Technology I, II, III (high school, each 1 credit) Production Technology I, II, III (high school, each 1 credit) Communications Technology I, II, III (high school, each 1 credit) Drafting/Illustrative Design Technology I, II, III (high school, each 1 credit) Material and Processes Technology I, II, III (high school, each 1 credit) Electronics Technology I, II, III (high school, each 1 credit) Power and Transportation Technology I, II, III (high school, each 1 credit) Construction Technology I, II, III (high school, each 1 credit) Innovations & Inventions (High school 1 credit)
Maximum Risk/Juvenile Prison - Hardware Secure (old Level 10)	1-2 years, changing to 18-36 months	Technology Studies I, II, III (high school, each 1 credit) Aerospace Technology I, II, III (high school, each 1 credit) Engineering Technology I, II, III (high school, each 1 credit) Production Technology I, II, III (high school, each 1 credit) Communications Technology I, II, III (high school, each 1 credit) Drafting/Illustrative Design Technology I, II, III (high school, each 1 credit) Material and Processes Technology I, II, III (high school, each 1 credit) Electronics Technology I, II, III (high school, each 1 credit) Power and Transportation Technology I, II, III (high school, each 1 credit) Construction Technology I, II, III (high school, each 1 credit) Innovations & Inventions (High school 1 credit)

Appendix 6

Summary of Regional Meetings

Summary of Regional Forums

To provide an opportunity for stakeholder input for the multi-agency plan for vocational education for youth in juvenile commitment facilities, the Department of Education and the Department of Juvenile Justice co-hosted three regional forums held on the following dates and locations.

November 29, 2000	December 1, 2000	December 6, 2000
Orlando	Tallahassee	Ft. Lauderdale
40 participants	53 participants	34 participants

At each of the forums, DOE, DJJ, and the Florida Juvenile Justice Association staff provided participants with an overview of the legislation passed in 2000 requiring the development of a multi-agency plan and a copy of a preliminary draft of the Plan. In addition, participants were provided handouts and information covering the following topics:

- DJJ organization and district contact persons, including the eventual hiring of education coordinators for detention in each region
- DOE Division of Workforce Development organization, state and regional contacts, course and program resource information
- Updates on the facility and cost factor studies
- Reminder concerning the timing and importance of FTE projections for 2001 to accommodate the 1,831 new commitment beds DJJ expects to bring on-line next year
- The impact of 23 newly elected school superintendents and the need to make contact and brief them about commitment issues

Following these opening comments, participants were invited to discuss a variety of issues related to vocational offerings in commitment facilities. A summary of the comments received at each session is included below. Participants were also invited to forward any additional comments on the preliminary draft of the Plan to the consultant assisting the agencies.

Orlando, November 29, 2000
Participant List

Cheyenne Watts, Polk County Schools	Patricia Jordan, Polk County Schools	Rose Walls, Orange County Schools
Joy Striepe, Gulf Coast Marine Institute	Harry Reif, Manatee County Schools	Jennifer Walker, Manatee County Schools
Mary Ann Murphy, Adolescent Therapeutic Center	DerEyn Brokes-Romey, Orange County Schools	Sharon Weiss, Orange County Schools
Edward Wickham, Hillsborough County Schools	Bob Hastha, DeSoto County Schools	Ann Hamburgess, Gulf Coast Marine Institute
Nancy Ellingsen, Gulf Coast Marine Institute	Guy Calabrese, Orange County Schools	Sarah Putney, Orange County Schools
Sara Timinsky, Orange County Schools	Terri Medus, Orange County Schools	Jane Turner, Orange County Schools
Patricia Friday, Orange County Schools	Camela, Garrison, Manatee Outward Bound	Sharon Cunningham, Space Coast Marine Institute
E. Hudson, DeSoto County Schools	Patrick Miley, Stewart-Marchman Center	Saundra Roach, DJJ
Joel Maddeaux, Cypress Creek Correctional Facility	Ed Statam, Citrus County Schools	Peter Glynn, Cypress Creek Correctional Facility
Shauna Margerum, JMI-W	Sheryl Coney, Orange Halfway House	Sylvia Rutledge, Levy County Schools
Linda Stevenson, SRMI	Sharon McKenna, Tampa Marine Institute	Michael Thornton, Tampa Marine Institute
Jennifer Brunner, Eckerd Youth Alternatives	Faris Williams, Impact House	Chris Cothron, St. Johns County Schools
Raleigh Sapp, Clay County Schools	Cathy Porter, Center for Drug Free Living	Don Lewis, DJJ
Dean Byers, Hillsborough County Schools		

Discussion

What would help ensure that every youth entering commitment received a comprehensive assessment prior to the commitment staffing?

With each program having the freedom to choose its own assessment tool, the information is often not meaningful and transferable across programs. Practitioners should agree on at least one common assessment instrument. In regard to vocational assessment, the Division of Workforce Development (DOE) can make CHOICES available at no charge. This instrument is widely used across school districts.

How could the placement process be improved?

The "old" model of assessment centers strategically placed across the state accomplished what is currently lacking in the system. The protocols from that model should be revived. At a minimum, placement decisions should be influenced by proximity to the youth's home/family and his or her mental health needs. When placements are made on a space available basis, extremely diverse populations of youth appear at facilities, resulting in a dilution of the education programming for all youth in residence.

What can we do to get businesses involved?
The facility at Avon Park is able to screen youth during the commitment staffing process so that no youth who have committed a violent crime are assigned to the facility. This allows the provider to offer an organization like Home Builders a fairly low-risk group of youth for training.

Focusing on the varied aspects of youth development, in addition to training in specific skill areas, is key to getting businesses involved. Success stories should be highlighted and marketed to businesses. An assessment of each youth's presentation of risk is helpful. Training across job responsibility lines can help develop teamwork between program staff and business partners. The Job Corp model may have application in these settings.

Several participants described relationships they have built with local business partners that were benefiting youth in their facilities including, Bridges to Success Scholarships through Valencia Community College, involvement in the Urban League as a means of connecting to business partners, taking advantage of the highly visible service industry in the Orlando area to get local hotels involved in the training of youth in food service and related jobs, and partnerships with Habitat for Humanity for housing construction.

What are some strategies for funding vocational programs?
Several participants described projects in woodworking and food service that generated income to supplement vocational training activities. When combined with funding generated through the Florida Education Finance Program (FEFP), the salary of a qualified instructor could be covered. A school district can also allocate Perkins Act funds to juvenile justice programs to supplement the FTE generated.

What are the greatest obstacles to getting vocational education courses in juvenile commitment education programs?
Participants listed the following as barriers:

1. The number of hours required for course completion competes with the time youth must spend in academic education programs to earn FTE. Participants cautioned that classroom teachers could not add the type of instruction suggested as appropriate for Type 1 and 2 vocational programs to their already demanding schedules.[1]
2. Short lengths of stay limit course offerings.[2]
3. Availability and cost of appropriate curriculum materials.[3]
4. Small facilities often include groups of youth who must be kept separate. This increases the difficulty of appropriate programming. Often these facilities offer youth no choice in vocational training—everyone is enrolled in the agriculture or

[1] Few participants were aware of the resources available through the Division of Workforce Development to assist in integrating academic and vocational coursework.
[2] The Division of Workforce Development has completed a project that identified vocational courses aligned with the facility risk designation and youths' length of stay.
[3] Few participants were familiar with the curriculum resources available from the Division of Workforce Development. Copies of the products catalog (2000-2001) and "The Guide to Career and Educational Planning—2000" were distributed.

construction classes. The youth in these types of facilities would be better served with access to vocational exploratory programs.

5. Community colleges often are unwilling to bring vocational services and other academic courses to the facility campus, including placement testing.

Tallahassee, December 1, 2000
Participant List

Hollie Thomas, Florida State University	Jane Silvera, DOE	Chuck Sanders, DJJ
Dorothy Bouie, DOE	Penny Young, JJEEP	Roy Scott, JJEEP
Mary Stevenson, JJEEP	George Pesta, JJEEP	Carol Barry, Tiger Success Center
Lyn Stanfield, DOE	Don Baxxell, DOC	Beth Heller, BCSOBC
Linda Cook, BCSO	Robert Mullins, DOE	Terry Coxe, JJEEP
Ken Plummer, DOE	Mike Millikin, Columbia County Schools	Steve Cox, Pasco County Schools
Donnita Butorac, Panama City Marine Institute	Ryan Leavins, West Florida Wilderness Institute	Donna Hicks, West Florida Wilderness Institute
Shirley Goldbold, NAFI/DFS	Thomas Martin, NAFI/DFS	Bill Herschleb, New Horizons
Connie Jones, Seminole Work and Learn, Rattler Success	Chris Goodman, Liberty Wilderness	Bob Dechman, Liberty Wilderness
Laura Bailey, NAFI, Monticello New Life	John Scott, Blackwater Career Development Center	Ralph Valencic, Blackwater Career Development Center
Paul Bohac, Blackwater Career Development Center	Dwight Jackson, Associated Marine Institutes	Chauncey Freeman, Associated Marine Institutes
Linda Welch, Associated Marine Institutes	Melissa Peoples, Tallahassee Marine Institute	Jenna Chisholm, Tallahassee Marine Institute
Ken Myers, Escambia Regional Detention Center	Bob Cotton, Pensacola Boys Base	Barbara Douglass, Lake City Community College
Linda Oliver, Lake City Community College	Debra Rackley, DOE	Vickie Cunniff, DJJ
Carolyn Wood, Jo Ann Bridges Academy	Geraldine Wilson, Jo Ann Bridges Academy	Tanya Solomon, Jo Ann Bridges Academy
Roselyn Stone, Okaloosa Youth Academy	James Brown, Okaloosa Youth Academy	Albert Thomas, Jefferson County Schools
Gina Rutherford, Madison County Schools	Gayle Manley, DOE	Nancy Matheny-Evans, DOE
Kelli Bloom, PACE Center for Girls	Karen Roziers, PACE Center for Girls	

Discussion

What are the greatest obstacles to getting vocational education courses in juvenile commitment education programs?

Participants listed the following as barriers:

1. Lack of incentives that bring business partners to the table.[4]

[4] Few participants were familiar with the Work Opportunity Tax Credit and the Welfare to Work Tax Credit programs on the federal level.

2. Time constraints in residential programs—the integrity of the 300 minutes of FTE generating class time must be maintained. (See footnotes 1, 2, and 3 on the previous page.)
3. Small programs have greater difficulty in offering more than one or two vocational activities. Security restrictions increase the difficulty.
4. Programs will need additional funding to hire more qualified instructors to offer an array of vocational courses.
5. Differences in philosophies of programs, for example, Associated Marine Institutes believe vocational exploration and training should occur as part of transition, rather than part of the commitment program.
6. Facilities are inadequate in size, space and equipment.
7. Maintaining the youth-to-adult ratios required by DJJ throughout the day.
8. Security restrictions on high risk and maximum risk facilities preclude some types of vocational offerings and real work experience. The training model used in the Department of Corrections offers inmates more freedom than the juvenile commitment system.
9. Youth who enter the commitment facility with a GED. These youth often have no access to post-secondary course-work.
10. Bridges are needed to connect juvenile commitment programs to industry trade organizations.
11. Vocational Rehabilitation is not involved at a state or local level.
12. A recruitment program is needed to bring retired persons with specific vocational expertise into commitment programs. School districts need to exercise their discretion to employ non-certificated to teach vocational courses.
13. The basic program requirements placed on a facility by DJJ standards and education/vocational standards should be complementary.
14. Programming should accommodate academic and vocational content with an overlay of special education services where needed.

How should community colleges be involved?
Youth who are ready for post-secondary courses should be able to access these services through a community college or university. At issue is the payment of tuition and fees for enrollment when a youth does not qualify for federal financial aid. The Occupational Deans of each of the 28 community colleges should be brought together for training to advise them of the services they should make available to youth in commitment. Systems for transitioning into community college enrollment during aftercare should be in place.

What kinds of outcomes should vocational programs in juvenile commitment facilities be held accountable for?
Participants offered the following suggestions regarding outcomes. These should be considered along a continuum and related to the typed of vocational programming available at each facility.

- Youth gains a vocational skill he or she did not have prior to commitment
- Earning of Occupational Completion Points

- Reduction in recidivism, unemployment and welfare dependence as reflected in data gathered by the DOE's Florida Education, Training and Placement Information Program (FETPIP) database
- The degree to which programs integrate academic and vocational course content
- The degree to which youth receive exposure to a variety of career and job choices
- Post-release job placement

Ft. Lauderdale, December 6, 2000
Participant List

Bill Connolly, Martin County JOTC and STOP Camp	Keith Maynor, DJJ STOP Camp	Lee Logan, Martin County STOP Camp
Frank Crabtree, Kelly Hall/Eagle Vision	Hal Krantz, Whispering Pines	Katherine Mangan, Whispering Pines
Selwyn Brown, Whiddon Rogers Education Center	Scarlet Alex, Broward County Schools	Lisa Demeritt, Broward County Schools
Roman Roldan, Psychotherapeutic Juvenile Services	Marc Jacoby, DJJ	Ted Moralis, Correctional Services Corporation
Terry Malloy, Crossroads Wilderness Institute	Patricia Solomon, Florida Environmental Institute	Al Yarbrough, Florida Environmental Institute
Veronica Haywood, Palm Beach County Schools	Felice Berndt, Palm Beach County Schools	Donna Hedman, Palm Beach Marine Institute
Michelle Kaiser, Dade Marine Institute	Gayle Foss, PACE Center for Girls	Jillian Corbin, PACE Center for Girls
Wendy Moskowitz, PACE Center for Girls	Diana Jackiewicz, PACE Center for Girls	Lesla Horton, PACE Center for Girls
Kathleen Doody, Hallandale Comm. Center	Lance Artrip, Southwest Marine Institute	Sylvia Gibson, Dropout Prevention
Karen Williams, Pinellas Marine Institute	Robert Warren, Miami-Dade County Schools	Christine Pflug, YMCA Character House
Steve Applebaum, Miami-Dade County Schools	Cynthia Johnson, Miami-Dade County Schools	Walt Schultz, Broward County Schools
Michael Perduto, Broward County Schools	Peggy Morrison-Thurston, Broward County Schools	Dan Glass, Broward County Schools
Patricia LaSane, Miami-Dade County Schools	Ricki Franklin, Florida Ocean Sciences Institute	Darlene Zagorites, PACE Center for Girls
Joan Rumbaugh, Collier County Schools		

Discussion
What examples of business and education partnerships are in place?

- The Crossroads program in Port Charlotte created a program modeled after the middle school vocational wheel. Youth at this facility are exposed to ten careers.
- Commitment facilities in Broward County use CHOICES in all program sites.[5]

[5] Some participants were not aware that the CHOICES software is available at no cost from the Division of Workforce Development.

- A teacher from the community college serving the Florida Environmental Institute teaches culinary arts courses at the facility. Twenty youth are enrolled in the program requiring 560 hours of coursework. Youth can also enroll in the Food Management Certificate program.
- In Lee County, 26 youth are enrolled in the Culinary Arts program with an instructor from the vocational technical center at the facility site.
- Bay Point Schools in Miami has a small group of students enrolled in a program at Johnson and Wales Culinary Institute.
- The Florida Institute for Girls recently secured a grant to offer digital technology training.

What factors should be considered when matching a youth to the vocational offerings at a commitment facility?
The youth's legal history—what crimes the youth has committed and the youth's age should be considered.

What are the greatest obstacles to getting vocational education courses in juvenile commitment education programs?

1. Participants listed the following as barriers:
2. Security restrictions often eliminate training experiences such as field trips and job shadowing
3. Some providers (Home Builders, Associated Marine Institutes, Eckerd Youth Alternatives) have developed their own curricula. The acceptance of these materials as being appropriately aligned with the Sunshine State Standards varies across school districts. This creates difficulties for providers operating programs statewide.

Vocational Programming in Juvenile Commitment Facilities

Focus Group Summary
October 17, 2000

On October 17, 2000, the Florida Juvenile Justice Association (FJJA) hosted a focus group meeting at the Alachua County School Board office in Gainesville from 10:00 until 1:30. Representatives from commitment facilities offering education and vocational services were invited to discuss the following questions:

- What should be the goals for juvenile justice vocational programs?
- How are these programs linked with the academic offerings?
- How should these programs be funded?
- What type of curricula should be utilized in these programs?
- What role should Workforce Development play in this effort?
- Who are the current business partners involved with commitment programs?

The following persons participated in this focus group:

Donnie Read, Liberty Wilderness Crossroads Camp
Alan Adamson, Eckerd Youth Academy
Angie Jarvis, Panther Success Center
Jerry Neely, Avon Park Youth Academy
Chester Leathers, Alachua County School Board
Ron Russell, Hastings Youth Academy
Terry Coxe, JJEEP
Gail Dixon, DISC Village
Mark Fontaine, FJJA
Eugene Clem, Les Peters Halfway House
Linda Welch, Associated Marine Institutes
Keith Philipson, Eckerd Youth Alternatives
John Hattery, Home Builders Institute
Dorothy Bouie, DOE
Terri Eggers, DOE
Chuck Sanders, DJJ
Billy Baxter, Dozier School
Ward Hunter, Panther Success Center
Julian Marsh, Dozier School
Steve Collins, Phoenix Center Programs
David Edwards, Alachua County Schools
Gordon Waldo, JJEEP
Rick Casey, Consultant to DOE
Mary Silva, DJJ

A summary of the issues and suggestions made during the focus group follow.

What should be the goals for juvenile justice vocational programs?

1. Training and education in vocations for which there is a demand in the job market. Training that results in a job lined up for the youth upon release from the commitment facility.
2. Commitment placement decisions made at staffings that seek to match youth to vocational programs at facilities.
3. An assessment and remediation process to align a youth's academic skills with those needed in vocational training. Academic and vocational training presented and delivered at levels relevant to the youth's age using "hands-on" techniques. Use of vocational modules commercially produced to engage a youth in exploring job related activities. Academic instruction integrated with vocational instruction

to enhance the relevance of the subject matter. Training tailored to the needs of the youth that is both challenging and age-appropriate.

4. Vocational exploration and exposure to a variety of vocational skills and trades to help youth identify their vocational interests, the array of possible choices, and realistic expectations, as well as an appropriate "fit' between the youth and the vocation. Knowledge of what a worker must give to a job and what can be expected in return.
5. Training addressing the interpersonal skills needed to get and keep a job. Independent living skills including budgeting and household operations, work ethic, and the value of work to help cut across the effects of cross-generational incarceration.
6. Aftercare program that continues to build on the strengths gained during confinement—a seamless system for transition to the community that includes continued mentoring and job coaching for 12-18 months post release.
7. Attention to meeting a need in the community through service learning. Using the "restorative justice" model as a vehicle for job training.
8. Developing and maintaining partnerships with business and industry for job training and job placements.
9. Articulation with post-secondary institutions and technical schools for students with a GED or regular diploma.
10. Flexibility and adaptations in the rules governing class time, courses and the total number of minutes required for generating funding to make the system work in commitment settings.
11. Real work experience and apprenticeship programs. Flexibility in the new security restrictions for "high and maximum risk" facilities to enable these youth to participate in off-site work settings for at least the last several weeks of incarceration. Placement in "career track" jobs helps reduce recidivism.
12. Vocational training programs for committed youth that are research-based and that track and demonstrate outcomes.

How are these programs linked with the academic offerings?

1. DOE provides training on what they call "curriculum-based vocational assessment." Commitment staff should take advantage of these training opportunities.
2. Academics (reading, writing, math) should be part of vocational instruction. This integration helps make the content relevant for the student.
3. Because vocational education is experiential, educators should be able to take the Sunshine State Standards and curriculum frameworks and apply them in the context of a vocational task or skill training. Aligning vocational experiences with academic requirements is quite possible. Both must also be integrated with the "treatment" plan of the facility.
4. Home Builders teams vocational and academic instructors to achieve integration. The focus of learning remains fixed on getting a job and the academics (taught through vocational applications) becomes the vehicle for achieving the goal. Job Corps uses the applied academics model. Teachers must be dynamic and flexible

and able to work with peers in teams. School districts often use a team teaching model in math. English and vocational instruction. Trade instructors are not always skilled in both their trade and academics. Home Builders provides a school board with copies of its curriculum so the board can make the determination that it meets the curriculum frameworks and standards for a particular course.

5. Technology is essential for tracking student progress, diagnosing and remediating and creating individualized instruction that is intense in the areas needed by the student.

How should these programs be funded?

Focus group participants listed the following as the sources of funding for the vocational programs currently offered in commitment facilities.

- FEFP (Dropout Prevention program weight: 1.39; Work Force Development program weight: 1.21) and ESE
- Title I (aka Chapter I) and Title II
- Home Builders contract through DJJ
- Aftercare grant from U.S. Department of Justice
- Special legislative appropriations
- YouthBuild grant
- DJJ operating contract funding
- Other grants and donations
- Lottery funds
- Supplemental Academic Instruction (SAI) funds

Funding Issues:

- More students are either earning a GED or regular high school diploma while in a commitment facility or are entering with a GED completed; however, these students cannot be counted for K-12 funding weight under the FEFP. For a school district or community college to receive full funding for a student enrolled in a post-secondary Workforce Development course, the student must complete an Occupational Completion Point (OCP). Most vocational programs in commitment facilities do not have the resources to offer the course of study needed to complete an OCP. Many programs are not aware that a student with a GED could be enrolled in a post-secondary Workforce Development course and taught with a group of students enrolled in a similar course at the secondary level. Students with GEDs often remain in the education classes they attended prior to earning their GED.
- Some programs report they are no longer receiving lottery and SAI funds. Others report that SAI funds are being used by the school district to pay for the additional school days in commitment facilities.
- Distance learning and the on-line high school are not used in commitment facilities. The cost of hardware and wiring to connect to these resources is cited as a major barrier.

- Students who could articulate to a community college do not have the resources to pay the tuition costs.
- If a special cost factor for juvenile justice commitment programs is created, it should be applied to students for the length of time they are confined, regardless of whether or not the student has earned a GED.
- Some commitment programs are able to pay students for work performed, for example, Dozier pays youth $.10 to $.20 per hour for on-campus work and Home Builders pays students $20 per day during the last six weeks of work prior to release. Some HBI students earn $6 to $8 per hour on job sites. These funds are applied to the youth's personal expenses during transition, restitution, child support, and cost of care.

What type of curricula should be utilized in these programs?

1. A curriculum should NOT be mandated at the state level for all to use.
2. Character education should be taught along with employability skills. There are several courses in the Course Code Directory that can be used to address these areas, e.g., Life Management. There are also commercial titles available addressing work ethics, attendance, etc.
3. The vocational subject matter taught in Type A programs should have a direct link to the treatment plan implemented by the facility staff. Teaching and reinforcing the skills and behaviors a youth will need to get and keep a job should be part of the 24-hour program at a commitment facility. Life skills, character development, decision-making and other social skills should be practiced and reinforced.
4. Type B programs should include opportunities for job shadowing and real work experiences. A service learning (community service) model can teach both community responsibility and offer a venue for learning real work skills and behaviors.
5. Community service projects or service learning should be part of the curriculum.
6. Curriculum must be industry-driven, competency-based and use the techniques and equipment that meet current industry standards.
7. While Type A and B vocational programs teach entry-level vocational skills, in Type C programs, it is possible for a youth to complete an Occupational Completion Point(s) during the length of stay. Typically, 450 hours of instruction are required. The vocational program inside the commitment facility must be in-sync with the next required step on the training ladder so that a youth can articulate to the next level of training on release, e.g., the next OCP. Aftercare is critical and should build on the pre-apprentice training the youth received in commitment. Academic and vocational education should continue to be integrated..
8. Apprenticeship programs must be completed prior to earning a master-level certificate in most trades. Youth who can complete the requirements for pre-apprenticeship certification are able to move more quickly to an apprenticeship program. Some age restrictions apply in regard to equipment use, OSHA standards, wage and hour and workers compensation laws.

What role should Workforce Development (Workforce Investment Act) play in this effort?

1. Most local youth councils are not aware of the needs of youth in commitment facilities and need to be educated.
2. The Work Opportunities Tax Credit (WOTC) can provide employers with a minimum of $2,400 tax credit for a youth who remains employed for 400 hours. Tax credits increase with length of employment.

What role should Workforce Development (K-12 vocational and post-secondary vocational education) play in this effort?

Workforce development programs in public schools offer vocational exploration courses at the middle school level. The state Workforce Development office in DOE has resources for integrating academics and vocational programming which can be available to providers. State and regional staff can also provide technical assistance in program development.

Who are the current business partners involved with commitment programs?

Participants created the following list of current business partners:

- SuperLube (DISC Village/Greenville Hills Academy)
- National Association of Home Builders and the Home Builders Institute (Avon Park and others)
- Jiffy Lube (Avon Park)
- Catering local events under contracts with local government (Avon Park)
- Growing plants and landscaping under contracts with local government (Avon Park)
- Community service projects (Eckerd Youth Academy)
- Local car dealerships (Les Peters Halfway House)

Focus group recommendations:

Based on the day's discussion, participants made the following recommendations regarding vocational programming in juvenile commitment facilities and the design of the multi-agency plan:

1. Every youth entering a commitment program should have a comprehensive assessment prior to placement. Placement decisions should be based on assessment results, youth's age, required length of stay, risk level, and the type of vocational program (Type A, B, C) determined through assessment as appropriate for the youth.
2. High and maximum risk facilities should be able to make accommodation for youth to have real work experiences for a period of time prior to release.

3. If a special cost factor for juvenile justice commitment programs is created, it should be applied to students for the length of time they are confined, regardless of whether or not the student has earned a GED.
4. Vocational programs in designated commitment facilities should be used as "lab schools" to help train and disseminate effective practices and innovations.
5. There must be a strong link between the commitment program and transition to aftercare.
6. Juvenile Assessment Centers are logical locations for comprehensive assessment and academic and vocational counseling to take place, prior to the youth's placement in a commitment facility.
7. Aftercare services should be linked with WAGES and Workforce Development services. Attention should be paid to the services a youth could obtain from a One Stop Career Center.
8. There should be a network established to allow juvenile justice educators to exchange information across programs in the state. The websites under construction by JJEEP and FJJA should be linked to this network.
9. The multi-agency vocational plan should include suggested titles of curricula and modules for Type A vocational programs.
10. There should be more involvement from DOE/Workforce Development state and regional staff as well as a link to the Florida Association of Career and Technical Education, Tech Prep, and the Technology Teachers Association.
11. There should be specific Legislative appropriations for building and equipping facilities for vocational instruction at commitment facilities, including funding for repair and maintenance of equipment.
12. Incentives for the involvement of business and industry should be identified and promoted.
13. Funding should be available to support job location, placement and monitoring of youth leaving commitment.
14. Vocational program offerings should accommodate both genders.

Pilot sites:

The following programs volunteered to participate as pilot sites during the development of the mulitagency vocational plan. These sites will be visited by task force members to identify in further detail the elements needing to be addressed in the plan.

- Alachua County Public Schools
- Home Builders Institute with programs sites in Palm Beach and Avon Park
- Les Peters Halfway House
- Eckerd Youth Academy
- Dozier
- Greenville Hills Academy
- Panther Success
- Marion Youth Development Center

Items for follow-up:

1. What trades require a candidate to sit for an exam to obtain certification or licensure in Florida?
2. Increase information and training exchange with state and local Work Force Development Boards and Councils (merged with WAGES in 2000).
3. Investigate Work Opportunities Tax Credit and its implications for employers.
4. Increase information and training exchange with state and local Work Force Development staff in school districts and DOE.
5. Discuss with SuperLube, HBI and Les Peters' car dealership partners the details and incentives for their involvement with commitment programs.

Appendix 7

Listing of Juvenile Justice Commitment Facilities with
Average Length of Stay and Risk Level

Juvenile Justice Educational Enhancement Program Quality Assurance Program Information
Residential Programs
2000

DOE Num	2000 JJEEP Program Name	Level	Supervising District	Education Provider	Facility Provider	Min Days	Max Days	Avg Days
528033	Panama Island	4	Pinellas	Associated Marine Institutes, Inc	Associated Marine Institutes, Inc	60	395	180
40211	Alligator Creek STOP Camp	4	Bradford	District	DJJ	45		
51002	Brevard Group Treatment Home	4	Brevard	District	Center for Drug Free Living, Inc	120	none	
66071	LEAF Group Treatment Home	4	Broward	District	Personal Enrichment Through Mental Health Serv	180	270	180
66121	Akanke Group Treatment Home	4	Broward	District	Friends of Children, Youth and Families, Inc	180	270	225
66121	Umoja House	4	Broward	District	Friends of Children, Youth and Families, Inc	180	270	240
66131	Boys Ranch Group Treatment Home	4	Broward	District	Friends of Children, Youth and Families, Inc	120	365	180
66211	Sankofa House (Friends of Children)	4	Broward	District	Friends of Children, Youth and Families, Inc	240	365	240
295045	ACTS Group Treatment Home I and II	4	Hillsborough	District	Agency for Community Treatment Services, Inc	120	180	
380039	Forestry Youth Academy	4	Levy	Florida Department of Agriculture	Florida Department of Agriculture			
412006	Manatee Wilderness Outward Bound School	4	Manatee	Hurricane Island Outward Bound School	Hurricane Island Outward Bound School, Inc	60	90	75
439043	Jonathan Dickinson STOP Camp	4	Martin	District	Youthtrack, Inc	60	150	75
450311	STEP North	4	Nassau	Hurricane Island Outward Bound School	Hurricane Island Outward Bound School, Inc	30	40	35
488007	Perspective Group Treatment Home	4	Orange	District	Perspectives Management Consultants, Inc	120	180	180
503008	Palm Beach Group Treatment Home	4	Palm Beach	District	South County Mental Health Center	120	270	
527121	Eckerd Youth Academy	4	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	120	n/a	
539220	Sheriffs Teach Adolescent Responsibility (STAR)	4	Polk	Florida Sheriffs Youth Ranches, Inc	Florida Sheriffs Youth Ranches, Inc	120	180	135
570201	Blackwater STOP Camp	4	Santa Rosa	District	DJJ	45	80	54
580295	Myakka STOP Camp	4	Sarasota	District	DJJ	65	90	
599223	Children and Adolescent Treatment Services - CAT	4	Seminole	Excel Alternatives, Inc.	Excel Alternatives, Inc	90	180	120
599223	Visionary Adolescent Services	4	Seminole	Excel Alternatives, Inc.	Excel Alternatives, Inc	90	180	120
160421	Duval START Center	4.6	Duval	District	DJJ	90	180	
580411	Sarasota YMCA Character House	4.6	Sarasota	YMCA, Inc	YMCA, Inc	120		210
10602	Alachua Halfway House	6	Alachua	District	DJJ	180		255
30531	Bay Behavioral HOPE Program	6	Bay	Children's Comprehensive Services, Inc	Children's Comprehensive Services, Inc	270	365	
30601	Bay Boot Camp	6	Bay	District	Bay County Sheriff's Office	180	365	180

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Juvenile Justice Educational Enhancement Program Quality Assurance Program Information
Residential Programs
2000

DOE Num	2000 JJEEP Program Name	Level	Supervising District	Education Provider	Facility Provider	Min Days	Max Days	Avg Days
51026	Brevard Halfway House	6	Brevard	District	DJJ	150	none	
51027	Space Coast Marine Institute	6	Brevard	Associated Marine Institutes, Inc	Associated Marine Institutes, Inc	135	365	
66111	Pompano Beach Academy	6	Broward	District	Correctional Services Corporation	180	365	270
66411	Cannon Point Youth Academy	6	Broward	District	Psychotherapeutic Juvenile Services	60	270	
80271	Kelly Hall Halfway House	6	Charlotte	Coastal Recovery Centers, Inc	Coastal Recovery Centers, Inc	180	380	250
80281	Crossroads Wilderness Institute	6	Charlotte	Associated Marine Institutes, Inc	Associated Marine Institutes, Inc	180	240	230
137808	Bay Point Schools - East/Kennedy	6	Miami-Dade	Bay Point Schools, Inc	Bay Point Schools, Inc	180	365	270
137809	Bay Point Schools - North	6	Miami-Dade	Bay Point Schools, Inc	Bay Point Schools, Inc	180	365	
137811	Bay Point Schools - West	6	Miami-Dade	Bay Point Schools, Inc	Bay Point Schools, Inc	180	365	
137815	Miami Halfway House	6	Miami-Dade	District	DJJ	180		
138017	Deborah's Way	6	Miami-Dade	District	Agape Family Ministries, Inc			
138141	Dade Intensive Control	6	Miami-Dade	District	DJJ	90	90	n/a
140191	Peace River Outward Bound School	6	DeSoto	Hurricane Island Outward Bound School	Hurricane Island Outward Bound School, Inc	180	365	180
160431	Impact Halfway House	6	Duval	Gateway Community Services, Inc	Gateway Community Services, Inc	120	365	190
170961	Pensacola Boy's Base	6	Escambia	District	DJJ	180	270	
172083	Escambia River Outward Bound	6	Escambia	Hurricane Island Outward Bound School	Hurricane Island Outward Bound School, Inc	180	365	
266201	NAFI Hendry Halfway House	6	Hendry	North American Family Institute, Inc	North American Family Institute, Inc	180		180
266301	NAFI Hendry Youth Development Academy	6	Hendry	North American Family Institute, Inc	North American Family Institute, Inc	180		180
279007	Withlacoochee STOP Camp	6	Hernando	District	DJJ	90	180	120
295048	Leslie Peters Halfway House	6	Hillsborough	District	DJJ	120	180	
295052	Youth Environmental Services	6	Hillsborough	Associated Marine Institutes, Inc	Associated Marine Institutes, Inc	180	270	
295053	Northside Girls Program	6	Hillsborough	District	Northside Mental Health Center	180	270	
295056	Falkenburg Academy	6	Hillsborough	District	DJJ	180	270	225
303012	West Florida Wilderness Institute	6	Holmes	Associated Marine Institutes, Inc	Associated Marine Institutes, Inc	150	455	180
360662	Price Halfway House	6	Lee	District	DJJ	150	180	
371501	Leon County Drill Academy	6	Leon	District	Leon County Sheriff's Office			
371506	Seminole Work and Learn Center	6	Leon	Youthtrack, Inc	Youthtrack, Inc	120	180	135
390051	Liberty Wilderness Crossroads Camp	6	Liberty	Twin Oaks Juvenile Development	Twin Oaks Juvenile Development	180	270	225

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Juvenile Justice Educational Enhancement Program Quality Assurance Program Information
Residential Programs
2000

DOE Num	2000 JJEEP Program Name	Level	Supervising District	Education Provider	Facility Provider	Min Days	Max Days	Avg Days
400925	JoAnn Bridges Academy	6	Madison	Correctional Services Corporation	Correctional Services Corporation	180	270	180
412057	Manatee County Boot Camp	6	Manatee	District	Manatee County Sheriff's Office	180	180	180
429728	Marion Youth Development Center	6	Marion	District	Career Systems Development, Inc	120		180
439053	Martin County JOTC Boot Camp	6	Martin	District	Martin County Sheriff's Department	120		
450281	Nassau Halfway House	6	Nassau	District	Career Systems Development, Inc	120	180	
469810	Gulf Coast Youth Academy	6	Okaloosa	District	Ramsey Youth Services	150	300	210
469812	Okaloosa Youth Academy	6	Okaloosa	District	Ramsey Youth Services	150	270	180
478101	Okeechobee Redirection Camp	6	Okeechobee	District	Corrections Corporation of America	60	180	180
480021	Orange Halfway House	6	Orange	District	DJJ	135	545	
480081	First Step II Halfway House	6	Orange	District	First Step Adolescent Services	135	180	180
480391	Adolescent Therapeutic Center for MRSAT	6	Orange	District	Center for Drug-Free Living, Inc			
488005	Choices University Behavioral Center	6	Orange	District	Orlando Health Management Associates, Inc	180	730	
503004	Palm Beach Halfway House	6	Palm Beach	District	DJJ	180	240	
516081	San Antonio Boys Village	6	Pasco	District	San Antonio Boys Village, Inc	180	365	
516242	Mandala Adolescent Treatment Center	6	Pasco	District	Harbor Behavioral Health Care Institute	180	270	
527121	Camp E-Kel-Etu	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc			
527121	Camp E-Ma-Chamee	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	120	425	
527121	Camp E-Nini-Hassee	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	n/a	730	485
527121	Camp E-How-Kee	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	365	545	425
527121	Camp E-Tu-Makee	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc			
527121	Eckerd Youth Challenge Program	6	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	120	180	195
528012	Britt Halfway House	6	Pinellas	District	DJJ	180	270	
528019	Charter Pinellas Treatment Center - Level 6	6	Pinellas	District	Charter Behavioral Health Care Systems, Inc	180	270	210
528027	LEAF Halfway House	6	Pinellas	District	Personal Enrichment Through Mental Health Serv	120	365	180
528032	Pinellas County Boot Camp	6	Pinellas	District	DJJ			
528038	LEAF Recovery	6	Pinellas	District	Personal Enrichment Through Mental Health Serv	270	395	300
539207	Polk Halfway House	6	Polk	Human Services Associates, Inc	DJJ	120	180	
539216	Polk County Juvenile Boot Camp	6	Polk	District	Polk County Sheriff's Office	180	270	270

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Juvenile Justice Educational Enhancement Program Quality Assurance Program Information
Residential Programs
2000

DOE Num	2000 JJEEP Program Name	Level	Supervising District	Education Provider	Facility Provider	Min Days	Max Days	Avg Days
539224	Avon Park Youth Academy	6	Polk	Securicor New Century, Inc.	Securicor New Century, Inc.	225	365	270
570201	Blackwater Career Development Center	6	Santa Rosa	University of West Florida	University of West Florida			
599216	Grove Unique Youth Services (GUYS)	6	Seminole	Excel Alternatives, Inc.	The Grove Counseling Center	150	365	
640821	Stewart Marchman Terrace Halfway House	6	Volusia	District	Stewart Marchman Center	120	180	120
648011	Stewart Marchman Pines Halfway House	6	Volusia	District	Stewart Marchman Center	120	120	120
648061	Stewart Marchman Lee Hall	6	Volusia	District	Stewart Marchman Center	120	180	120
649044	Volusia Halfway House	6	Volusia	District	DJJ	120	270	180
649813	Stewart Marchman Timberline Halfway House	6	Volusia	District	Stewart Marchman Center	120	120	120
119011	Collier DRILL Academy	6,8	Collier	District	Collier County Sheriff's Office	180		
249009	Panther Success Center	6,8	Hamilton	District	Youthtrack, Inc.	120	180	
400900	Greenville Hills Academy	6,8	Madison	DISC Village, Inc.	DISC Village, Inc.	120	225	
489811	Okaloosa Youth Development Center	6,8	Okaloosa	District	Correctional Services Corporation	180	365	270
499031	Adolescent Residential Campus (Combined)	6,8	Osceola	District	Center for Drug Free Living, Inc.	120	365	
550421	Hastings Youth Academy	6,8	St. John's	District	Securicor New Century, Inc.	180	455	300
637021	Eckerd Comprehensive Treatment Program	6,8	Union	Eckerd Youth Alternatives, Inc.	Eckerd Youth Alternatives, Inc.	210	730	365
662011	NAFI Halfway House and SHOP	6,8	Walton	North American Family Institute, Inc.	North American Family Institute, Inc.			
539211	Bartow Youth Training Center	6,8,8	Polk	District	Correctional Services Corporation	165	225	330
66021	Broward Intensive Halfway House	8	Broward	District	DJJ	180	270	255
66041	Elaine Gordon Sexual Offender Program	8	Broward	District	The Brown Schools of Florida, Inc.	270	365	455
66141	South Florida Intensive Halfway House	8	Broward	District	Psychotherapeutic Juvenile Services	180	270	270
119012	Big Cypress Wilderness Institute	8	Collier	Associated Marine Institutes, Inc.	Associated Marine Institutes, Inc.	270	365	300
160441	Tiger Success Center	8	Duval	Youthtrack, Inc.	Youthtrack, Inc.	270		270
220023	Florida Environmental Institute	8	Glades	Associated Marine Institutes, Inc.	Associated Marine Institutes, Inc.	300	730	425
295042	Hillsborough Academy	8	Hillsborough	District	Correctional Services Corporation			
337016	Monticello New Life Center	8	Jefferson	North American Family Institute, Inc.	North American Family Institute, Inc.	270	545	
371511	JUST - Juvenile Unit for Specialized Treatment	8	Leon	DISC Village, Inc.	DISC Village, Inc.	210	365	330
400900	RAMC - Res. Alternatives for the Mentally Challeng	8	Madison	DISC Village, Inc.	DISC Village, Inc.	225	none	
412057	Manatee Youth Academy	8	Manatee	District	Manatee County Sheriff's Office	180	270	

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Juvenile Justice Educational Enhancement Program Quality Assurance Program Information
Residential Programs
2000

DOE Num	2000 JJEEP Program Name	Level	Supervising District	Education Provider	Facility Provider	Min Days	Max Days	Avg Days
429721	Marion Intensive Treatment	8	Marion	District	Career Systems Development, Inc	270	365	300
480391	Adolescent Therapeutic Center for Girls	8	Orange	District	Center for Drug-Free Living, Inc			
503007	Palm Beach Youth Center SHOP	8	Palm Beach	District	Youthtrack, Inc			
503011	Sago Palm Academy	8	Palm Beach	District	Securicor New Century, Inc			
520069	Eckerd Youth Development Center	8	Washington	District	Eckerd Youth Alternatives, Inc	240	730	365
527121	Eckerd Intensive Halfway House	8	Pinellas	Eckerd Youth Alternatives, Inc	Eckerd Youth Alternatives, Inc	180	485	
528021	Charter-Pinellas Treatment Center - Level 8	8	Pinellas	District	Charter Behavioral Health Care Systems, Inc	210	455	270
538011	Polk Youth Development Center	8	Polk	Correctional Services Corporation	Correctional Services Corporation	270	379	
649817	Three Springs of Daytona Beach	8	Volusia	District	Three Springs	30	910	450
679055	Vernon Place	8	Washington	District	Eckerd Youth Alternatives, Inc	none	none	365
699023	Dozier School for Boys	8	Washington	District	DJJ	300		425
479101	Okeechobee Juvenile Offender Correction Center	8,10	Okeechobee	District	Corrections Corporation of America	365	1095	
690301	Jackson Juvenile Offender Correction Center	8,10	Washington	District	DJJ			
98001	Cypress Creek Academy	10	Citrus	Correctional Services Corporation	Correctional Services Corporation	545	1095	545
412057	Omega Juvenile Prison	10	Manatee	District	Manatee County Sheriff's Office	545	1095	

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Appendix 8

Listing of Commitment Facilities with
Youth Enrolled in Vocational Courses—October 2000

Florida Department of Education

Workforce Education and Outcome Information Services

Unduplicated Enrollment to Program Level at DJJ Facilities

Program Year 1999-2000

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
1	ALACHUA					
		602	ALACHUA HALFWAY HOUSE			
				8300310	Workplace Essentials	43
				8303000	Diversified Career Technology	1
					School Total	44
		603	ALACHUA REGIONAL MARINE INSTI			
				8502000	Life Management Skills	2
					School Total	2
					District Total	46
4	BRADFORD					
		211	ALLIGATOR CREEK STOP CAMP			
				9001820	Vocational Employability Skills	86
					School Total	86
					District Total	86
5	BREVARD					
		1001	CROSSWINDS			
				8300310	Workplace Essentials	6
				8500310	Child Development	2
					School Total	8
		1020	OUTWARD BOUND			
				8500230	Personal Development	6
					School Total	6
					District Total	14
6	BROWARD					
		6091	PACE CENTER FOR GIRLS, INC			
				8212400	Administrative Assistant	24

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
					School Total	24
					District Total	24
8	CHARLOTTE					
		281	CROSSROADS WILDERNESS INST			
				8200330	Computer and Business Skills	82
					School Total	82
					District Total	82
9	CITRUS					
		8001	CYPRESS CREEK ACADEMY			
				9001820	Vocational Employability Skills	136
					School Total	136
					District Total	136
11	COLLIER					
		9011	D R I L L CAMP			
				8203300	Accounting Operations	1
					School Total	1
					District Total	1
13	DADE					
		8014	ALTERNATIVE OUTREACH-EXT YEAR			
				8121000	Floriculture	3
				8121300	Landscape Operations	133
				8502000	Life Management Skills	23
				8600400	Technology Systems	2
					School Total	161
		8141	JUVENILE JUSTICE CENTER			
				8200110	Business Keyboarding	38
				8200220	Computer Applications in Busi	94
				8200320	Keyboarding & Business Skills	149
				8200330	Computer and Business Skills	240
				8300330	Workplace Computer Applicati	1
				8500130	Life Choices	35

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8500230	Personal Development	1
				8500240	Teen Challenges	107
				8500355	Nutrition and Wellness	76
				8500390	Principles Of Food Preparatio	160
					School Total	901
					District Total	1,062
17	ESCAMBIA					
		2019	ESCAMBIA BAY MARINE INSTITUTE			
				8502000	Life Management Skills	134
					School Total	134
		2034	P A C E PROGRAM			
				8502000	Life Management Skills	16
					School Total	16
					District Total	150
24	HAMILTON					
		9009	PANTHER SUCCESS CENTER			
				8121600	Nursery Operations	40
				8500390	Principles Of Food Preparatio	22
				8722600	Concrete Masonry	45
					School Total	107
					District Total	107
27	HERNANDO					
		9007	WITHLACOOCHEE STOP CAMP			
				8100410	Agribusiness Cooperative Edu	6
				8121000	Floriculture	6
					School Total	12
					District Total	12
29	HILLSBOROUGH					
		5042	HILLSBOROUGH ACADEMY			
				9001820	Vocational Employability Skills	10
					School Total	10

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
		5043	HARP-HILLSBOROUGH RESIDENTIAL			
				7980030	Job Preparatory Education	8
				9001820	Vocational Employability Skills	7
					School Total	15
		5044	DETENTION CENTER, WEST			
				7980030	Job Preparatory Education	2
					School Total	2
		5047	HILLSBOROUGH SHOP			
				7980030	Job Preparatory Education	1
					School Total	1
		5048	LESLIE PETERS HALFWAY HOUSE			
				7980030	Job Preparatory Education	6
				9001820	Vocational Employability Skills	71
					School Total	77
		5049	PROGRESSIVE ADOLESCENT (PATHH)			
				7980030	Job Preparatory Education	1
				9001820	Vocational Employability Skills	9
					School Total	10
		5051	TAMPA MARINE INSTITUTE			
				7980030	Job Preparatory Education	19
					School Total	19
		5052	YOUTH ENVIRONMENTAL SERVICES			
				7980010	Exploratory Education	1
				7980030	Job Preparatory Education	10
				7980050	Business Education	1
				8301600	Work Experience	27
				9001820	Vocational Employability Skills	2
				9100210	Exploration of Vocational Occ	1
					School Total	42
		5053	GIRLS PROGRAM-NORTHSIDE			

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				7980030	Job Preparatory Education	1
				8200110	Business Keyboarding	2
					School Total	3
		5056	FALKENBURG ACADEMY			
				7980030	Job Preparatory Education	24
				9001820	Vocational Employability Skills	168
					School Total	192
					District Total	371
30	HOLMES					
		3012	WEST FLORIDA WILDERNESS INSTI.			
				8502000	Life Management Skills	20
					School Total	20
					District Total	20
37	LEON					
		1506	SEMINOLE WORK/LEARN CENTER			
				8301600	Work Experience	52
					School Total	52
		1511	J.U.S.T.			
				9001820	Vocational Employability Skills	17
					School Total	17
					District Total	69
38	LEVY					
		39	FORESTRY YOUTH ACADEMY			
				8106800	Agritechnology	23
				8515200	Food Production and Services	6
				8720300	Building Maintenance Technol	17
				8766000	Gasoline Engine Service Tech	27
					School Total	73
					District Total	73
39	LIBERTY					
		51	LIBERTY WILDERNESS CROSSROADS			

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8106800	Agritechnology	29
				8200410	Business Cooperative Educati	1
				8700400	Industrial Cooperative Educati	1
				8709400	Automotive Service Technolog	1
				8720100	Cabinetmaking	1
				8722100	Carpentry	41
				8754500	Applied Welding Technologies	40
					School Total	*114*
					District Total	*114*
40	MADISON					
		900	GREENVILLE HILLS ACADEMY			
				8300310	Workplace Essentials	1
				9001820	Vocational Employability Skills	125
					School Total	*126*
		925	JOANN BRIDGE ACADEMY			
				9001820	Vocational Employability Skills	46
					School Total	*46*
					District Total	*172*
41	MANATEE					
		2004	PRACTICAL & CULTURAL ED.-PACE			
				8200320	Keyboarding & Business Skills	31
				8200330	Computer and Business Skills	7
				8500310	Child Development	2
					School Total	*40*
		2057	MANATEE SHERIFF'S YOUTH OFFEN.			
				8121000	Floriculture	150
				9001820	Vocational Employability Skills	1
					School Total	*151*
		2060	MANATEE ADOLESCENCE TREATMENT			
				8200320	Keyboarding & Business Skills	90
				8200330	Computer and Business Skills	3

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				9001820	Vocational Employability Skills	83
					School Total	176
					District Total	367
42	MARION					
		9618	SILVER RIVER MARINE INSTITUTE			
				8200320	Keyboarding & Business Skills	19
				8300310	Workplace Essentials	20
				8600700	Construction Technology	4
					School Total	43
		9728	MARION YOUTH DEVELOPMENT CTR			
				9001820	Vocational Employability Skills	224
					School Total	224
					District Total	267
43	MARTIN					
		9043	ALTERNATIVE ED. STOP CAMP			
				8301600	Work Experience	19
				8303000	Diversified Career Technology	8
					School Total	27
		9053	ALTERNATIVE ED. BOOT CAMP			
				8200320	Keyboarding & Business Skills	17
				8720300	Building Maintenance Technol	12
					School Total	29
					District Total	56
44	MONROE					
		43	PACE-UPPER KEYS			
				7980060	Diversified Education	1
				8301600	Work Experience	23
					School Total	24
		103	PACE-LOWER KEYS			
				8200320	Keyboarding & Business Skills	1
				8301600	Work Experience	4

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8503210	Early Childhood Education	8
				8909000	Paraprofessional Teacher Aid	5
					School Total	*18*
					District Total	*42*
47	OKEECHOBEE					
		8101	OKEECHOBEE JUVENILE JUSTICE			
				8301600	Work Experience	117
					School Total	*117*
		9101	OKEECHOBEE JUVENILE JUSTICE			
				7980040	Agriculture Education	21
				8000200	M/J Exploratory Voc Wheel 1	25
				8106800	Agritechnology	77
				8121300	Landscape Operations	30
				8515100	Food Management, Productio	2
				8515200	Food Production and Services	77
					School Total	*232*
					District Total	*349*
48	ORANGE					
		21	ORANGE HALFWAY HOUSE			
				8500390	Principles Of Food Preparatio	2
					School Total	*2*
		391	ADOLESCENT THERAPEUTIC CENTER			
				8207010	Emerging Technology in Busin	21
				9001820	Vocational Employability Skills	53
					School Total	*74*
		8006	HOME BUILDERS INSTITUTE			
				8301600	Work Experience	5
				8303000	Diversified Career Technology	4
				9001820	Vocational Employability Skills	7
					School Total	*16*
		8008	THE OAKS DAY TREATMENT			

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				9001820	Vocational Employability Skills	2
					School Total	2
					District Total	94
49	OSCEOLA					
		9031	ADOLESCENT RESIDENTIAL CENTER			
				8720300	Building Maintenance Technol	213
					School Total	213
					District Total	213
50	PALM BEACH					
		3001	PALM BEACH YOUTH ACADEMY			
				8121300	Landscape Operations	6
				8500390	Principles Of Food Preparatio	6
				8720100	Cabinetmaking	6
					School Total	18
		3004	PALM BEACH HALFWAY HOUSE			
				8000210	M/J Exploratory Voc Wheel 2	14
				8000220	M/J Exploratory Voc Wheel 3	14
				8300310	Workplace Essentials	11
					School Total	39
		3005	PALM BEACH MARINE INSTITUTE			
				8000210	M/J Exploratory Voc Wheel 2	1
					School Total	1
		3007	PALM BEACH YOUTH CENTER			
				8300310	Workplace Essentials	7
				8500130	Life Choices	3
					School Total	10
		3011	PAHOKEE YOUTH DEVELOPMENT CTR.			
				8121300	Landscape Operations	73
				8200330	Computer and Business Skills	23
				8300310	Workplace Essentials	34
				8502000	Life Management Skills	40

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8600100	Technology Studies	34
				8600700	Construction Technology	11
				8720100	Cabinetmaking	126
				8727200	Electricity	32
				8763000	Commercial Foods and Culina	38
				9100210	Exploration of Vocational Occ	33
					School Total	*444*
					District Total	*512*
51	PASCO					
		6081	SAN ANTONIO BOYS VILLAGE - HRS			
				8100110	Orientation to Agriscience, Te	4
				8100210	Exploration of Agriscience, Te	18
				8100320	Fundamentals of Agriscience	28
				8200320	Keyboarding & Business Skills	2
					School Total	*52*
		6242	MANDALA TREATMENT CENTER			
				8502000	Life Management Skills	1
					School Total	*1*
		7081	JUVENILE DETENTION CENTER			
				8200320	Keyboarding & Business Skills	90
					School Total	*90*
		7242	NEW PORT RICHEY MARINE INST.			
				8200320	Keyboarding & Business Skills	1
				8600400	Technology Systems	47
					School Total	*48*
					District Total	*191*
52	PINELLAS					
		7121	E.W.E.S.			
				8300310	Workplace Essentials	46
				8500230	Personal Development	9
				8500300	Parenting Skills	5

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8500345	Family Dynamics	75
				8500355	Nutrition and Wellness	32
				8500390	Principles Of Food Preparatio	43
					School Total	210
		8011	BOLEY YOUNG ADULT PROGRAM			
				8200330	Computer and Business Skills	5
				8300310	Workplace Essentials	12
				8301600	Work Experience	1
				8502000	Life Management Skills	1
					School Total	19
		8012	BRITT HALFWAY HOUSE			
				8300310	Workplace Essentials	27
					School Total	27
		8019	CHARTER PINELLAS TRMT CENTER			
				8300310	Workplace Essentials	26
				8500300	Parenting Skills	1
				8500345	Family Dynamics	14
					School Total	41
		8021	CHARTER PINELLAS TRMT CTR			
				8300310	Workplace Essentials	78
				8500230	Personal Development	15
					School Total	93
		8026	JUVENILE JUSTICE DAY TREATMENT			
				8300310	Workplace Essentials	3
					School Total	3
		8027	LEAF HALFWAY HOUSE			
				8500230	Personal Development	5
				8500300	Parenting Skills	1
				8500310	Child Development	5
					School Total	11

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
		8028	PACE-PINELLAS			
				8200330	Computer and Business Skills	8
				8300310	Workplace Essentials	17
				8500345	Family Dynamics	33
					School Total	*58*
		8029	PANAMA KEY ISLAND			
				8300310	Workplace Essentials	10
				8500230	Personal Development	1
					School Total	*11*
		8031	PINELLAS DETENTION CENTER			
				8300310	Workplace Essentials	7
				8500230	Personal Development	2
					School Total	*9*
		8032	PINELLAS BOOT CAMP			
				8300310	Workplace Essentials	2
				8500230	Personal Development	1
					School Total	*3*
		8033	PINELLAS MARINE INSTITUTE			
				7980010	Exploratory Education	2
				8300310	Workplace Essentials	47
				8500230	Personal Development	1
					School Total	*50*
					District Total	*535*
53	POLK					
		8011	SABAL PALM SCHOOL			
				8000200	M/J Exploratory Voc Wheel 1	4
				8000220	M/J Exploratory Voc Wheel 3	8
				8000230	M/J Exploratory Voc Wheel 4	1
				8000240	M/J Exploratory Voc Wheel 5	7
				8000250	M/J Exploratory Voc Wheel 6	1
				8106800	Agritechnology	131

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8200320	Keyboarding & Business Skills	136
				8200330	Computer and Business Skills	25
				8720300	Building Maintenance Technol	468
				8763000	Commercial Foods and Culina	133
					School Total	*914*
		9202	CENTRAL FLORIDA MARINE INST.			
				8300310	Workplace Essentials	28
					School Total	*28*
		9207	POLK HALFWAY HOUSE			
				8500355	Nutrition and Wellness	1
					School Total	*1*
		9208	POLK REGIONAL DETENTION CENTER			
				8300310	Workplace Essentials	820
					School Total	*820*
		9211	BARTOW YOUTH TRAINING CENTER			
				8300310	Workplace Essentials	73
				8500230	Personal Development	32
				8502000	Life Management Skills	108
					School Total	*213*
		9216	POLK BOOT CAMP/TRANSITION PATH			
				8502000	Life Management Skills	7
					School Total	*7*
		9219	CORNERSTONE YOUTH CENTER			
				8500230	Personal Development	60
					School Total	*60*
		9220	SHERIFF'S YOUTH VILLA			
				8300310	Workplace Essentials	23
					School Total	*23*
		9224	AVON PARK YOUTH DEVEL CENTER			
				8121300	Landscape Operations	37

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8121600	Nursery Operations	5
				8300420	Cooperative Diversified Educa	50
				8515200	Food Production and Services	29
				8710000	Automotive Detailing and Rec	40
				8720300	Building Maintenance Technol	61
				8721600	Plumbing Technology	20
				8722100	Carpentry	24
				8722600	Concrete Masonry	20
				8723000	Heating, A/C and Refrigeratio	12
				8727200	Electricity	21
					School Total	*319*
					District Total	*2,385*
57	SANTA ROSA					
		206	PACE CENTER FOR GIRLS			
				8502000	Life Management Skills	5
					School Total	*5*
					District Total	5
58	SARASOTA					
		295	MYAKKA STOP CAMP			
				9001820	Vocational Employability Skills	54
					School Total	*54*
		411	CHARACTER HOUSE			
				9001820	Vocational Employability Skills	24
					School Total	*24*
		412	GULF COAST MARINE INSTITUTE			
				8301600	Work Experience	76
					School Total	76
					District Total	*154*
64	VOLUSIA					
		8011	THE PINES HALFWAY HOUSE			
				8300320	Practical Arts General	37

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
					School Total	37
		8021	THE TERRACE HALFWAY HOUSE			
				8300320	Practical Arts General	35
					School Total	35
		8061	ROBERT E. LEE, JR. HALL			
				8300320	Practical Arts General	35
					School Total	35
		9808	P.A.C.E. CENTER FOR GIRLS			
				8000210	M/J Exploratory Voc Wheel 2	2
				8000230	M/J Exploratory Voc Wheel 4	8
				8000250	M/J Exploratory Voc Wheel 6	14
				8300310	Workplace Essentials	4
				8500375	Blueprint for Professional Suc	55
					School Total	83
		9811	VOLUSIA-FLAGLER THRESHOLD PROG			
				8300310	Workplace Essentials	3
					School Total	3
		9812	SMC EASTSIDE AFTERCARE PROGRAM			
				8300310	Workplace Essentials	48
					School Total	48
		9813	TIMBERLINE HALFWAY HOUSE			
				8300320	Practical Arts General	59
					School Total	59
		9820	TRANSITIONS DAY TREATMENT			
				8300320	Practical Arts General	29
					School Total	29
					District Total	329
66	WALTON					
		2011	NAFI INTENSIVE HALFWAY HOUSE			
				8121600	Nursery Operations	1

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				8500390	Principles Of Food Preparatio	2
				8720300	Building Maintenance Technol	1
				8727200	Electricity	9
				9001820	Vocational Employability Skills	18
					School Total	31
		2021	NAFI SHOP			
				8500390	Principles Of Food Preparatio	1
				8727200	Electricity	5
				8763000	Commercial Foods and Culina	1
				9001820	Vocational Employability Skills	24
					School Total	31
					District Total	62
69	DOZIER					
		11	OKEECHOBEE BOYS SCHOOL			
				8200320	Keyboarding & Business Skills	163
				8300310	Workplace Essentials	129
				8300320	Practical Arts General	1
				8303000	Diversified Career Technology	132
				8772100	Television Production	27
				9001820	Vocational Employability Skills	174
				9900010	Adult High School	7
					School Total	633
		301	DOZIER II			
				8301600	Work Experience	4
				D886200	Cooperative Diversified Educa	2
					School Total	6
		9023	DOZIER SCHOOL FOR BOYS			
				8301600	Work Experience	59
				8709400	Automotive Service Technolog	142
				8720300	Building Maintenance Technol	153
				9001820	Vocational Employability Skills	143

DIST NUM	DIST NAME	SCHOOL INST	SCHOOL NAME	PROGRAM CODE	PROGRAM NAME	STUDENT ENROLLMENT COUNT
				D886200	Cooperative Diversified Educa	32
					School Total	529
					District Total	1,168
					State Total	9,268

Appendix 9

Listing of Assessment Instruments
Identified for Use in Commitment Facilities in the 2001-2002 School Year

Listing of Assessment Instruments
Identified for Use in Commitment Facilities in the
2001-2002 School Year[1]

NAME	CODE
Adult Basic Learning Examination (ABLE)	ABL
Basic Academic Skills Individual Screener (BASIS)	BAS
Bateria Woodcock-Munoz-Revisada	BWM
Curriculum-Based Measurement (CBM) Pilot	CBM
Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)	CIB
Comprehensive Test of Basic Skills (CTBS)	CTB
Diagnostic Achievement Battery – 2 (DAB-2)	DAB
Diagnostic Achievement Test for Adolescents, Second Edition	DAA
Gates-MacGinitie Reading Test	GRT
Gray Oral Reading Test (GORT-3)	GOR
Hammill Multiability Achievement Test	HMA
Kaufman Test of Educational Achievement (KTEA)	KEA
KeyMath Revised	KMR
Mather-Woodcock Group Writing Tests	GWE
Metropolitan Achievement Test (MAT)	MTS
Mini-Battery of Achievement	MBA
New Century Education	NCE
Oral and Written Language Scales (OWLS)	OWL
Peabody Individual Achievement Test-Revised (PIAT-R)	PIA
Scholastic Reading Inventory (SRI)	SRI
Slosson Oral Reading Test-Revised (SORT-R)	SOR
STAR	STA
Test of Adult Basic Education (TABE)	TAB
Test of Mathematical Abilities, 2nd Edition (TOMA-2)	TEM
Test of Reading Comprehension, 3rd Edition (TORC-3)	TOR
Test of Written Expression (TOWE)	TWE
Test of Written Language-3 (TOWL-3)	TWL
Wechsler Individual Achievement Test (WIAT)	WIA
Wide Range Achievement Test-3 (WRAT-3)	RAT
Woodcock Diagnostic Reading Battery	WDR
Woodcock Johnson Tests of Achievement-Revised or 3rd Edition (WJ-R or WJ-3)	WJA
Woodcock Reading Mastery Test-Revised	WRM

[1] This list was compiled by the Florida Department of Education, Bureau of Instructional Support and Community Services, April 2001. The list will be refined during the 2001-2002 school year with an updated list of appropriate instruments for outcome measurement in juvenile justice programs published for 2002-2003.

Appendix 10

Listing of Vocational Assessment Instruments
Currently in Use in Commitment Facilities in the 2000-2001 School Year

Listing of Vocational Assessment Instruments Currently in Use in Commitment Facilities in the 2000-2001 School Year

Vocational assessments are required by Florida law and Rule 6A-6.05281, FAC, for students committed to the Department of Juvenile Justice. Vocational assessments should serve two main functions.

1. They should identify students' strengths and interests in the world of work, which will be used for career and transition planning.
2. They should identify and track vocational learning and progress.

There are four basic types of vocational assessments commonly employed with juvenile students.[1]

1. Career interest inventories assist students in determining career and work areas in which they may be interested. These instruments do not measure skills and cannot demonstrate gains.
2. Employability skills screeners measure students' employability skills relating to job searching, interviewing, resume development, application completion, and communication. These instruments are usually not diagnostic though they measure skills that can be gained through an employability skills class.
3. Vocational aptitude assessments identify specific areas in the working world in which the student may excel, such as mechanics, office work, drafting, etc. An excellent example is the Armed Services Vocational Aptitude Battery (ASVAB) that is used by all branches of the United States military. These instruments do not measure gains.
4. Curriculum-based vocational assessments are instructor-made assessments aligned with specific vocational curricula. The pre-test will identify the specific knowledge a student has in a particular vocational field. The post-test will measure the gain a student has made in a particular vocational field after they have participated in or completed the vocational training.

The list that follows includes the names of the vocational assessments found in use in 2000-2001 through the quality assurance review process conducted by the Juvenile Justice Educational Enhancement Programs (JJEEP).[2]

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[1] *A Transition Guidebook for Educational Personnel of Juvenile Justice Programs: Providing a Continuum of Care for Delinquent Youth in Education, Treatment, and Conditional Release*. Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, 2000, p. 2-3.

[2] The Juvenile Justice Educational Enhancement Program is funded by the Florida Department of Education and managed by faculty in the Department of Criminology, Florida State University, Tallahassee, Florida.

Vocational Assessments in Use in Commitment Facilities in the 2000-2001 School Year

Assessment Instrument	Number of Programs Using This Instrument
CHOICES	31
Self Directed Search – Career Explorer (SDS)	23
Career Decision Making (CDM)	16
Brigance Employability Skills Inventory	12
Magellan	10
Chronicle Career Quest	10
Florida View Career Survey	9
Career Cruiser	8
System for Assessment and Group Evaluation (SAGE)	4
Career Occupational Preference System (COPS)	4
Individual Determination Exploration Assessment System (IDEA)	3
Career Scope	3
VIESA Career Guidebook: Charting Your Future	3
Career Finder	2
Pathways to Your Future	2
Career Orientation Placement and Evaluation System (COPES)	2
Conover Vocational Assessment	2
Kaplan Career Counselor	2
Dare to Dream	2
Pictorial Inventory of Careers (PIC)	2
Career Ability Placement Survey (CAPS)	2
Career Explorer	1
On-The-Job Series Career Interest Inventory	1
Work Keys	1
Vocational Career Choice Indicator	1
Career Pathways	1
Pathfinder	1
Holland Career Quest	1
Guide for Occupational Exploration	1
Discover Program	1
Career IQ	1
Vocational Research Interest Inventory	1
World of Work Inventory	1

Florida Department of Education
Charlie Crist, Commissioner

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